

American University in Cairo

AUC Knowledge Fountain

Theses and Dissertations

2-1-2019

The Usage of Songs in Arabic as a Foreign Language Classes: Teachers' Perceptions and Practices

Yahia Moshtahari

Follow this and additional works at: <https://fount.aucegypt.edu/etds>

Recommended Citation

APA Citation

Moshtahari, Y. (2019). *The Usage of Songs in Arabic as a Foreign Language Classes: Teachers' Perceptions and Practices* [Master's thesis, the American University in Cairo]. AUC Knowledge Fountain. <https://fount.aucegypt.edu/etds/739>

MLA Citation

Moshtahari, Yahia. *The Usage of Songs in Arabic as a Foreign Language Classes: Teachers' Perceptions and Practices*. 2019. American University in Cairo, Master's thesis. *AUC Knowledge Fountain*. <https://fount.aucegypt.edu/etds/739>

This Thesis is brought to you for free and open access by AUC Knowledge Fountain. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of AUC Knowledge Fountain. For more information, please contact mark.muehlhaeusler@aucegypt.edu.

The American University in Cairo
School of Humanities and Social Sciences

**The Usage of Songs in Arabic as a Foreign Language Classes: Teachers’
Perceptions and Practices**

A Thesis Submitted to

The Department of Applied Linguistics in Partial Fulfillment of the Requirements for
The Degree of Master of Arts in Teaching Arabic as a Foreign Language

By

Yahia Moshtahari

Under the supervision of Dr. Raghda El Essawi

December, 2018

ABSTRACT

This study investigates Arabic as a Foreign Language (AFL) teachers' perceptions towards the usefulness of songs in fostering language acquisition in AFL classes, in addition to the practices they employ, and the alignment between teacher perceptions and practices. Perceptions and practices are examined further through a focus on the purposes for using songs in class, the activities teachers use with songs, and the challenges they face with using songs in class. In addition, the study evaluates whether there are any demographic features that distinguish teachers who use songs from those who do not.

The aforementioned topics were investigated through an online questionnaire that received responses from 66 AFL teachers, as well as interviews with six of these teachers to further explore and analyze the findings of the questionnaire. The results of this study indicate an overwhelming consensus among participating AFL teachers in regard to the usefulness of songs in classes to foster language acquisition for all proficiency levels and most AFL class types. The study also reveals a lack of alignment between teacher perceptions and practices, as a result of challenges teachers face in finding suitable songs as well as dealing with varying student attitudes towards their usage.

Keywords: Songs, Arabic, AFL, Teachers' perceptions, Teachers' practices

ACKNOWLEDGMENTS

I embarked on a journey to answer my research questions with the support of the following people, without whom I never would have reached my destination, and to whom I would like to express my gratitude:

- My Thesis Supervisor and Advisor Dr. Raghda El Essawi, for her invaluable guidance, support and patience
- Dr. Dalal Abou El Seoud, for her advice and insightful comments
- Mohamed Hassan Hamed, Mohamed Bayoumi, Shereen El Shendy, Wesam Sayyed, Mona Azzam, Amira Eid, and all my TAFL colleagues, for their help in many ways throughout this journey
- Dr. Hassan Zaky and Mr. Amr Abdellatif, for their assistance in preparing the questionnaire and analyzing the data using SPSS
- Amira Elmallah, for her efficient editing and her interesting comments
- Marwa El Maghraby, for her hard work transcribing the interviews and reviewing the first three chapters
- Micheal El Nemaïs, for editing the references
- All the TAFL faculty, including Dr. Zeinab Taha, Dr. Mona Kamel, Dr. Atta Gebril, Dr. Reem Bassiouney, Dr. Shahira Yacout, Dr. Ashraf Abdou, Mrs. Rasha Essam and Mrs. Sara Tarek, for their support throughout the past three years as a student in the TAFL program

DEDICATION

To my father, Refaat Moshtahari, the music teacher whose footsteps I followed, though in my own way.

To my mother, Hoda Zaki, who encouraged me to explore myself and my skills.

To my dear friends, Mahmoud Sameh, Marie Vannetzel, and all my friends in the “3aggam” Choir, who inspired me to arrive at this destination.

To Shaimaa Mesk, and Dina Zaki, who encouraged me to take the first steps to reach where I am now.

Table of Contents

ABSTRACT.....	III
ACKNOWLEDGMENTS	IV
DEDICATION.....	V
List of Tables	IX
List of Figures	X
Chapter 1: Introduction	1
1.1 Importance of using songs in Foreign/Second Language learning	1
1.2 Problem statement	5
1.3 Purpose of the study	7
1.4 Research questions	8
1.5 Definitions	9
1.6 Abbreviations	9
Chapter 2: Literature Review	11
2.1 Introduction	11
2.2 Purposes of using songs in F/SL classes	12
2.2.1 Cultural awareness.....	13
2.2.2 Vocabulary acquisition and text recall	16
2.3 Using songs in AFL classes	18

2.4 Studies about teachers' perceptions and practices on using songs in F/SL and AFL classes	19
Chapter 3: Methodology	29
3.1 Introduction	29
3.2 Research design.....	29
3.3 Instruments	30
3.4 Participants	32
Chapter 4: Results and discussion.....	34
4.1 Introduction	34
4.2 Results addressing the first research question.....	34
4.3 Results addressing the second research question	39
4.4 Results addressing the third research question.....	47
4.4.1 Teacher usage of songs and its alignment with teacher perceptions	48
4.4.2 Usage of songs in regard to proficiency level and its alignment with teacher perceptions.....	49
4.4.3 Usage of songs in regard to AFL class types and its alignment with teacher perceptions	53
4.4.4 Types of activities in which songs are used	56
4.4.5 Non-Users of Songs.....	60
4.5 Results addressing the fourth research question	65

4.6 Results addressing the fifth research question	71
Chapter 5: Conclusion.....	81
5.1 Introduction	81
5.2 Main findings of the study	81
5.3 Pedagogical implications.....	86
5.4 Limitations and delimitations of the study	89
5.5 Further research.....	90
References	92
Appendices.....	99
Appendix A: Teachers' Consent.....	99
Appendix B: Teachers' Questionnaire.....	101
Appendix C: Interview Questions.....	110

List of Tables

Table 1: <i>Answers of Q14</i>	37
Table 2: <i>Answers of Q15</i>	38
Table 3: <i>Answers of Q19</i>	40
Table 4: <i>Answers of Q16</i>	48
Table 5: <i>Comparison between answers of Q13 and Q16</i>	49
Table 6: <i>Answers of Q17</i>	50
Table 7: <i>Answers of Q10</i>	51
Table 8: <i>Comparison between answers of Q14 and Q17</i>	53
Table 9: <i>Answers of Q18</i>	54
Table 10: <i>Answers of Q11</i>	55
Table 11: <i>Comparison between answers of Q15 and Q18</i>	56
Table 12: <i>Answers of Q20</i>	58
Table 13: <i>Answers of Q23</i>	62
Table 14: <i>Gender of the participants (Q2)</i>	65
Table 15: <i>Age of the participants (Q3)</i>	66
Table 16: <i>Comparison between answers of Q13 and Q3</i>	67
Table 17: <i>Comparison between answers of Q19 and Q3</i>	68
Table 18: <i>Comparison between answers of Q20 and Q3</i>	69
Table 19: <i>Challenges that face participants in teaching songs in AFL class (Q22)</i>	72

List of Figures

Figure 1: <i>Answers of Q13</i>	35
---------------------------------------	----

Chapter 1: Introduction

1.1 Importance of using songs in Foreign/Second Language learning

Scholars have elaborated a variety of ways in which songs can be a useful tool in Foreign/Second Language (F/SL) instruction. Songs are used as one of the tools for foreign language teaching for many reasons. Mishan (2005) notes that songs are the area product and a representation of culture, and may influence it. In this sense, they can be used for enhancing the cultural awareness of F/SL students. Alan Pulverness (2003) explains the relevance of this awareness, “the experience of learning another language is more than simply the acquisition of an alternative means of expression. It involves a process of acculturation, akin to the effort required of the traveler, striving to come to terms with different social structures, different assumptions and different expectations” (Pulverness, 2003, p.429). In this case, grammar might seem an easy target to achieve in comparison with sociocultural or pragmatic competence. Insofar as songs represent culture, learning them would better equip the F/SL learner to understand and inhabit the culture as it is reflected in language.

Murphey (1992) suggests that due to the primacy of the human sense of hearing, and the corresponding sensitivity to music, that “music and song have a closer appeal to our ‘language acquisition device’ than spoken language” (Murphey, 1992, p.7). This theory has been considered credible, based on the evidence that language and musical processing occur in the same area of the brain. That would explain the extraordinary attributes of songs as Mishan (2005) described such as “the rapidity with which they can be unconsciously and unwittingly memorized, and the tenacity of the melody-lyrics link that enables songs to be recalled in their

entirety even after years of absence from the ‘conscious’ memory” (Mishan, 2005, p.198). Mori (2011) makes the same link between songs and memory, concluding that singing is a useful pedagogical means for teaching the vocabulary of the Foreign Language (FL), as she manages to prove in her study that songs positively affect immediate and delayed recognition of vocabulary. Metaxa (2013) and Salcedo (2010) have reached similar results in their studies.

In addition to the aforementioned roles songs can play in the learning process, songs can provoke positive attitudes and emotions that are more conducive to language learning overall. A third reason is reducing anxiety. In his “Affective Filter Hypothesis” Krashen (1982) mentions that the extent to which linguistic input is received from the environment depends largely upon the learner’s “affect”, that is his inner feelings and attitude. Negative emotions, functioning much like a filter, can prevent the learner from making total use of the linguistic input from his environment. Therefore, if he is anxious, unmotivated, or simply lacks confidence, language acquisition will be limited. It is, therefore, in the interest of the F/SL teacher to provide an environment which evokes positive emotions. Medina (2002), builds off of Krashen’s Hypothesis by suggesting that “Music can evoke positive emotions which can lower the “affective filter” and bring about language acquisition, beside that it may motivate and captivate the attention of foreign language learners in ways that oral stories cannot” (Medina, 2002, p.3).

In addition to Krashen’s Hypothesis, the psychologist Howard Gardner theory of “Multiple Intelligences” also emphasizes the key role the environment plays in the learning process. Gardner posits that individuals possess eight or more relatively autonomous intelligences. In this theory, and that all humans are born with a propensity to excel in all of these areas, yet their

ability to actualize them is largely dependent upon the influences of culture, motivation level and experiences. As a result, most individuals tend to excel in only one or two of these areas. The suggestion here is to use music in foreign language classes, as it could allow teachers to use the students' musical intelligence and their musical interests to achieve mastery of language skills.

In her study "Revisiting Songs in Language Pedagogy" Aquil (2012) presents the importance of songs from many aspects: culturally, historically, cognitively, and above all, pedagogically. She states that songs can help in improving listening skills, such as speech perception, word recognition, and parsing. Moreover, "Songs are pure listening material that engages top-down and bottom-up processing and listening strategies, not only at the word, but also at the phrase and discourse, conceptual and cultural level" (Aquil, 2012, p.78). In addition, Conrad (1991) refers to the importance of songs' lyrics since they can be an excellent source for exposing students to vocabulary and grammar, rich in idiomatic language and everyday grammar and structure. In addition to providing exposure to everyday language, Aquil notes that songs also offer a unique opportunity for "a precision focus on discrete forms or morphology that is often missed in running speech because of their lack of saliency" (Aquil, 2012, p.78). Moreover the nature of music as a form of expression accessible to everyone means it can provide exposure to language's inherent diversity wherein, "song lyrics generally present a range of style, register and trope, often in productive tension with the musical setting." (Conrad, 1991; Aquil, 2012, p.78).

Arabic is a diglossic language in which there are differences between the variety of Arabic dialects spoken within and across countries on one hand and between colloquial Arabic and

Modern Standard Arabic (MSA) on the other hand as referred to by Alhussain (2009). These differences are reflected in songs, as some were written in MSA while others were written in one of the colloquial Arabic dialects, such as Egyptian Colloquial Arabic (ECA). Likewise, songs written in both MSA and ECA have been used by practitioners in Arabic as a Foreign Language (AFL) classes and curriculum. For example, a project to integrate songs into the AFL curriculum was carried out at the University of Texas with High-elementary students, through both composing songs in Arabic and using authentic Arabic songs for pedagogical purposes. Other examples include the online database for using listening materials and songs developed by Nadia Alhussain in 2009 and by Rajaa Aquil in 2012.

Recently, teaching institutions in the Arab world have begun to develop their own song-based curricula and approaches. For example, the Department of Teaching Contemporary Arabic at the French Institute in Cairo known as its French initials, DEAC has developed their own material for teaching ECA songs, in addition to poetry. DEAC teachers are continuously updating the material and have produced versions such as “Poetry and Songs¹”, and the latest edition called “A word in a song²”. This material is divided into social topics, and within each topic there are particular songs or poetry that address the topic; students are engaged through activities that focus on both the linguistic and cultural aspects of the songs. Dr. Tarek Abbas of Cairo University’s Center of Arabic Language and Culture takes a unique approach by training students to sing specific Arabic songs. This exposes them to diverse vocabulary reflecting the aesthetics of the language well as grammar in a way that is also highly interactive and entertaining.

¹ الشعر و الأغاني

² كلمة في غنوة

Finally, in terms of pedagogical resources, Osama Bahaa-Eddin prepared two books published by the American University in Cairo, for teaching songs specifically to AFL students. The first book is “A Sweet word³”. This book presents 20 Egyptian songs in ECA covering the period from 1949 – 2009; his second book is “The Music of Words⁴” that presents songs in MSA from different eras. Both books divided into lessons that include the song lyrics written in Arabic letters, in addition to the explanation for the story behind the song, exercises on the vocabulary and grammar, and expressions related to the cultural background that are present in the song.

1.2 Problem statement

Despite these efforts to integrate Arabic songs into AFL classes and materials as well their importance for learning, the field lacks studies about AFL teachers’ perceptions of the value of songs as a pedagogical tool and practices integrating songs into their AFL classes. Such studies are important since, Borg (2003) states studies focusing on teachers, their views, thoughts, beliefs, as well as their teaching practices, are located in the vicinity of teacher cognition research, that is, what teachers think, know, and believe, and the relationship of these mental constructs to what teachers do in the language classroom.

Among the few scholars who have examined teachers' use of songs in AFL classes is Hamed (2017), who investigated the criteria AFL teachers use for selecting authentic audiovisual materials (AAM) including songs through an online questionnaire for AFL teachers, classroom observations, and interviews with AFL teachers. Hamed’s results show that songs are among the

³ كلمة حلوة

⁴ موسيقى الكلمات

three genres of AAM that AFL teachers use most frequently for all language proficiency levels. This in turn may indicate that they are highly favored by AFL teachers as a pedagogical tool. However, further research specifically about teacher perceptions and practices needs to be conducted to verify this presumption.

Other reasons for studying teacher perceptions regarding the use of songs in teaching is presented by Tegge (2015) who asserts that “as songs are not usually part of formalized teaching, it is of even greater importance to investigate their use in an exploratory and descriptive manner” (Tegge, 2015, p.14). Furthermore, Hamed (2017) mentioned in his study implications, that there are a number of challenges in selecting songs as a form of authentic material, and the behavioral and linguistic correlation with using them. This could affect teacher perceptions regarding using this pedagogical device in class, making the study of such perceptions a more urgent need.

Ramazani (2012) states that teacher’s beliefs and their perceptions of teaching, as well as learning, play an important role in their classroom practices and in their professional growth. And in light of the theoretical beliefs they hold about teaching and learning, they make decisions about classroom instruction. Also, their beliefs and perceptions influence their goals, procedures, materials, classroom interaction patterns, roles, students, and the schools they work in. Hence, teachers’ assumptions about language and language learning provide the basis for a particular approach to language instruction, and it is important to study such perceptions in order to fully understand them and predict their effect on teacher performance in the class.

It must be noted that the existence of positive perceptions of a pedagogical tool does not necessarily mean that this tool will be used in class. There are a number of intervening factors that could stand in the way of using a pedagogical tool, even if the teacher believes in the efficacy of the tool. For example, in the case of songs, Almutairi and Shukri (2017) found that EFL Saudi teachers in their study did not use songs because of their religious and cultural beliefs, despite the fact that they find a pedagogical benefit in using songs. Therefore, it is also important not just to explore AFL teachers' perceptions regarding the usage of songs in their classes, but also to explore their practices, in order to verify if it is aligned with their perceptions or not.

1.3 Purpose of the study

The purpose of this study is to explore AFL teachers' perceptions of the pedagogical value of using songs and practices using songs in AFL classes through a questionnaire that will be an adaptation of one used by Tegge (2015) in her study entitled "Investigating Song-Based Language Teaching and Its Effect on Lexical Learning." Tegge conducted a survey to explore SL teachers' perspectives on the usage of songs in teaching; participating teachers in this study came from New Zealand and other countries all over the world. Although Tegge's study included AFL teachers, the limited number of AFL participants a mere six AFL teachers out of 568 SL teachers means the results of this study cannot be used to draw conclusions about AFL teachers' perceptions and practices. The researcher's hypothesis is that AFL teachers will agree or strongly agree on the usefulness of using songs in AFL class, in all proficiency levels' and in all AFL class types. However this will not always translate to actual use of songs in their AFL classes. For those that do use songs in practice, the main purposes for using songs in AFL class

are expected to be to enhance culture awareness and support vocabulary acquisition, in addition to providing an enjoyable activity for AFL learners. The researcher also expects that specific demographic features will distinguish users of songs in AFL classes from non-users in regard to perceptions and practices of using songs. Finally, regarding teachers that hold positive perceptions of the usage of songs, the researcher hypothesizes that the main challenges they will articulate are the difficulty of identifying suitable songs and the reluctance or refusal of some learners of the practice of singing.

1.4 Research questions

Five research questions will be addressed in this study:

1- How do AFL teachers perceive the usefulness of songs in fostering AFL acquisition?

2- What are the purposes for which AFL teachers employ songs in their classes? Why?

*3- What are the teaching practices AFL teachers employ when using songs in their classes?
Do they align with teacher perceptions? Why?*

*4- What are the demographic features of AFL teachers who use songs for fostering AFL
acquisition versus those who don't?*

5- What are the challenges that AFL teachers face when using songs as a pedagogical tool?

1.5 Definitions

Perception: Hasa (2016) mentioned that the word “perception” refers to the way in which someone notices something using his/her senses or the way in which he/she understands or thinks about something. Perceptions can vary from person to person according to influential factors, such as background, education, knowledge, religion and culture.

Hasa (2016) makes a distinction between perception and belief, wherein perception is only a way to view or understand something, it is not a conviction. Therefore, a perception of a person can change over time”.

Practice: This study will adopt Martínez-Rizo’s (2012) definition of “teaching practices” as the set of activities undertaken by teachers, as part of their work in the classroom or in direct connection with it, so that students achieve the learning objectives set out in the curriculum.

1.6 Abbreviations

F/SL = Foreign/Second Language

SL = Second Language

FL = Foreign Language

AFL = Arabic as a Foreign Language

EFL = English as a Foreign Language

ESL = English as a Second Language

MSA = Modern Standard Arabic

ECA = Egyptian Colloquial Arabic

AAM = Authentic Audio-visual Material

ALI = Arabic Language Instruction Department

AUC = American University in Cairo

DEAC = Le Département d'Enseignement de l'Arabe contemporain (Department of
Teaching Contemporary Arabic at the French Institute in Cairo)

Chapter 2: Literature Review

2.1 Introduction

This chapter discusses the literature on the importance of using songs in F/SL classes as indicated by the variety of purposes songs serve, which has been elaborated upon by Claerr and Gargan (1984), Murphey (1992), and Mishan (2005). The chapter focuses on two purposes in particular, firstly, enhancing cultural awareness which has been addressed in the studies of Failoni (1993), Arevalo (2010), and Shayakhmetova, Shayakhmetova Ashrapova, and Zhuravleva (2017) studies and secondly, vocabulary acquisition and text recall, which have been examined by Salcedo (2010), Mori (2011), and Metaxa (2013). This discussion of the purpose of using songs is further enriched by an exploration of practice, including actual cases involving the integration of songs into AFL material and classes in particular, as well as an examination of studies that explore the perceptions and practices of F/SL teachers of a variety of languages such as Tegge (2015) Edwards (1997), Bjorklund (2002) and Sevik (2011). This examination has made apparent the lack of studies that specifically address AFL instruction on this matter. The only study available conducted by Hamed (2017) does not provide a comprehensive and in-depth understanding of what AFL teachers perceive and do concerning the use of songs in classes. Finally, the chapter presents studies that found non-alignment between teachers' perceptions of using songs and their practices, such as Petrus (2012), Lu (2017), and Almutairi and Shukri (2017).

2.2 Purposes of using songs in F/SL classes

In their paper regarding the role of songs in the foreign language classroom, Claerr and Gargan (1984) identified various purposes related to comprehension, grammar and vocabulary. They note that songs can be used in teaching listening comprehension, they can be considered a type of exaggerated speech, and mention specific exercises that can be developed for listening practice, including having students fill in the blanks of the text as they listen, write down words they recognize. Additionally, they note linguistic benefits including using song that reinforce recently learned grammatical structures or vocabulary. Regarding communicative activities, Claerr and Gargan (1984) propose creating a survey based on a song's theme, student descriptions of the action in a song, and discussion of the author's intent or feelings. Finally, they acknowledge that a substantial benefit of using songs is that they provide variety in the class routine and are enjoyable and relaxing.

In his book “Music and Song,” Murphey (1992) highlights activities in which songs can be used to set the tone of the learning environment and personalize the learning experience for students, as well as serve as a dynamic pedagogical tool with multiple uses. Songs can be used to engage the students both with the music, through singing, humming, whistling, tapping, and snapping as well as with the content and form through discussing the music, lyrics, singer and video clips. Songs and music can also be used to affect the learning experience, for example to set or change an atmosphere or mood, and to encourage students to make associations with people, places and times, so that they become the personal soundtrack of their lives. In terms of the learning environment, Murphey indicates that songs can be used to study grammar and practice selective listening comprehension, and that song and related articles and books can be

read for linguistic purposes. He suggests a variety of activities for using songs, including translating them, composing dialogues using their lyrics, performing role-plays, dictation, as a basis for gap-filling, cloze exercises, or for correction, teaching vocabulary and breaking the routine.

In her book “Designing Authenticity into Language Learning Materials” Mishan (2005) dedicated a chapter to the usage of songs and music in Second Language (SL) classes. She elaborates what she calls “principles for the use of songs for language learning” which includes employing songs as cultural artefacts, as well as exploiting the unique features of songs such as the innate predisposition for linking music, rhythm and language; the power of the auditory over other senses; the emotive strength of songs; and the mutually supportive melody-lyrics relationship. The final principle is that songs can be used not only as language input, but also as stimuli for language output.

2.2.1 Cultural awareness

Many scholars have elaborated on the cultural aspect of songs, or as Griffiee (1992) states, “Bringing a song into the classroom entails bringing the culture of the song in with it,” and thus “songs can be used as a way of looking at a culture and comparing it with other cultures” (Griffiee, 1992, p.160). Saricoban and Metin (2000) argue that songs are particularly suited for facilitating cultural awareness “song lyrics are relating to the situation of the world around. They are the means through which cultural themes can be presented effectively (Saricoban & Metin, 2000, p.1).

Failoni (1993) also refers to the benefits of using music to teach cultural awareness as it can be used to highlight cultural diversity among countries in which the target language is spoken, and support other material for cultural units in the classroom. She argues “The use of music in the foreign language classroom offers a unique approach to enhance students' awareness of another culture, and also can aid in the practice of communication skills” (Failoni, 1993, p.97). She reiterates what Jayne Abrate; an expert in using music in the classroom, claims in her 1983 article that music can also be the basis for a course on culture, through employing songs to explore thematic units such as geography/travel, family life, education, work/leisure, government, and everyday life.

Arevalo (2010) conducted classroom action research, referring to research which is conducted in a classroom to increase the quality of teaching practices. The main research question that guides his study was, “How can English songs be used as a tool to foster listening skill as well as to engage students in cultural knowledge?” (Arevalo, 2010, p.127) In order to collect the information needed to answer the research question, he conducted six workshops using six songs as a teaching material. In addition he used a questionnaire, classroom observations, students' documents and semi-structured interviews. Arevalo first applied a questionnaire to gather data on the background and interests of listening students. Second, he collected students' documents based on the six workshops and observed the performance of the students during the lessons. Finally, he developed an interview in order to analyze students' final reflections about the whole achievements of the study. Arevalo found that this set of lesson plans really helped students to accomplish greater listening comprehension and engagement with cultural knowledge. He concluded “When students reflect on social and cultural issues, they feel

that their English learning is supported on a meaningful and real environment, so they can perceive and understand the importance of learning a foreign language” (Arevalo, 2010, p.130).

Shayakhmetova, Shayakhmetova Ashrapova, and Zhuravleva (2017) prepared a set of exercises for English as a Foreign Language (EFL) classes, based on the use of songs to impart socio-cultural and regional knowledge of Great Britain, serving to familiarize students with the culture and way of life, and to facilitate a deeper understanding of the representatives of this linguistic cultural community. They followed these exercises with a survey to assess the effectiveness of using songs in EFL classes, specifically regarding their effect on developing intercultural competence. Both students and teachers of EFL in Russia were asked to respond to these questionnaires. Finally, an analysis of English language course books was conducted to the extent that songs were used while focusing on their cultural significance; then, a test was conducted to check the students’ knowledge of the history and culture of Britain. The results of the test showed there is statistically significant difference between the two groups of students in favor of the experimental group (17.6% difference) which indicates the expediency of using song in development of intercultural competence.

Meanwhile, results also showed overwhelmingly positive attitudes, both of the students (100%) and the teachers (83%), to the use of songs in English classes; nevertheless, this did not translate into a higher frequency of using them. However, Shayakhmetova, Shayakhmetova, Ashrapova and Zhuravleva found that when selecting songs, teachers do not pay attention to the availability of linguistic and socio-cultural information in lyrics. Although they perceive songs as a valuable tool for language development and acquaintance with the culture, customs, and

psychology of native speakers, 67% of the teachers hardly use them in their classes. Moreover, use of songs aroused interest among students; they expressed the opinion that lyrics have a much deeper meaning and varied information than they thought before using them in English classes. They expressed a desire to continue studying songs during class in keeping with this approach.

2.2.2 Vocabulary acquisition and text recall

Mori (2011) conducted a study among Japanese as a Foreign Language students to investigate whether songs positively affected immediate and delayed recognition of vocabulary. A quasi-experimental design, with two groups, was used. Some students were assigned to a singing group that learned the target vocabulary through a song, while the others were assigned to a control group that learnt the same vocabulary through recorded speech. Results showed a significant difference in the second post-test in favor of the singing group, which confirmed the hypothesis that exposure to songs, can improve vocabulary acquisition. Mori argued that music might be more effective for long-term retention rather than short-term retention. This study suggested that singing had a larger effect on vocabulary acquisition than recitation did.

Metaxa (2013) investigated whether the use of authentic songs in the introduction of new vocabulary items had an effect on vocabulary acquisition and retention for foreign language learners. This was achieved by comparing the results of introduction of the new vocabulary through text (non-song method) to the introduction of the same vocabulary through an authentic song (song method). Three achievement tests for each method of instruction were conducted with 15 to 17-year-old Cypriot students of English as a Foreign Language. Findings indicated that both instructional methods increased the passive, active and overall vocabulary scores, but

the song method group has higher scores than the non-song method group immediately following instruction and one week later. The study suggested that authentic songs should be officially included in the Cypriot curriculum of foreign language teaching to introduce new vocabulary. It also proposed conducting practical personal development seminars for language teachers that would train teachers to use authentic songs efficiently, and finally, that the use of authentic songs in other subject areas should be tried and investigated.

Salcedo (2010) conducted a study to examine the effect of music on text recall, delayed text recall, and the occurrence of the involuntary mental rehearsal or “din” phenomenon. Participants, American Spanish as a Foreign Language students between 17 and 41 years old, were divided into three groups. The first group (the music group) listened to a commercially recorded song in Spanish, while the second group (the text group) listened to the same song in the format of recorded speech. The third group was the control group. Results from an ANOVA test showed that text recall was better in the song condition than the text passage. As for the treatment condition, it did not affect delayed recall; however it impacted involuntary mental rehearsal. In discussing the implications of the study for the foreign language instruction, Salcedo (2010) argues, “The use of songs could replace excessive readings, which would not only relieve some language performance anxiety, but also possibly improve the long-range potential for better pronunciation. Songs provide a way for beginning students to repeatedly hear the native pronunciation in a natural occurrence until they are comfortable enough to produce speech. In the case of songs, students would hear the correct sounds rather than their own strong non-native pronunciation that is heard when they read” (Salcedo, 2010, p. 27).

2.3 Using songs in AFL classes

A project to integrate songs into the curriculum was carried out at the University of Texas with High-Elementary level AFL students using a combination of authentic teacher-composed easy songs for teaching patterns⁵ and time⁶. After each song-based activity, students filled out a survey that investigated gauged their opinions about songs. The results of the survey indicated that students found the activities interesting, that it broke the routine of the usual class formats, and that in general the song-based activity was beneficial for them. Students expressed their hope to continue learning the language and culture through music.

As part of materials portfolio project for the University of Oregon, Alhussain (2009) made available online self-directed use materials based on themes taken from various authentic Arabic radio and TV programs, as well as authentic Arabic songs, newscasts and advertisements. These materials are considered to be an efficient and practical source of language practices by the AFL students, from low to high intermediate levels, and can be used whenever and wherever there is internet connectivity.

Aquil (2012) focused on Arabic songs as a part of a Song Project grant, which is a web-based course, capitalizing on songs as the base of a content-based course designed by Georgia Tech's School of Modern Languages as an innovative multimedia program that exposes students to a wide variety of linguistically rich and musically engaging songs.

⁵ الأوزان

⁶ الوقت

2.4 Studies about teachers' perceptions and practices on using songs in F/SL and AFL classes

Hall (2005) points out that what teachers do in the classroom is governed by what they perceive to work best, and that these perceptions often serve to act as filters through which instructional judgments and decisions are made. Borg (2003) points out that there is a need to understand, and account for the underlying belief systems of language teachers and the impact these have on their classroom practices in order to improve educational practices.

Regarding teachers' perceptions of and practices in using songs in F/SL and AFL classes, this section will focus first on the study conducted by Tegge (2015) due to the wide scope of the study, the number of teachers that took part in it, and the important results it generated. In this study, Tegge mentions that there are many factors that influence teachers' views and classroom practices, such as institutional and curricular constraints, their professional coursework, their ongoing teaching experiences, in addition to their learning experiences as students

Tegge employed a questionnaire to explore song use from the perspective of SL teachers' and investigate their perceptions, as well as their teaching practices involving the use of songs. She didn't analyze the alignment between perceptions and practice because the main focus of her thesis was to explore if songs are beneficial for lexical learning. Her thesis involved two other individual studies beside the questionnaire, a song-corpus analysis and an intervention study, which inform and build on each other. The three studies respond to different research questions and apply three distinct methodological approaches.

The questionnaire, which received responses from 568 teachers in 41 countries, indicated that the majority believed in the usefulness of songs for language learning, and that many respondents utilized songs in class for clearly defined pedagogical purposes, including vocabulary learning. The strongest support, almost 90% agreement, was voiced for using songs with continuing beginners and low-intermediate beginners. Around 80% of informants found songs useful when working with absolute beginners and high-intermediate learners. Agreement was lowest for advanced learners, particularly for high-advanced learners. Over 90% of respondents reported that they use songs to motivate their students in that it provides an enjoyable activity, while 73.5% use them to teach authentic language and culture, and 69.3% use them to introduce new vocabulary. Tegge used these results to guide the focus of her research explaining, “The fact that between half and more than two-thirds of informants used songs to teach vocabulary in some way warrants the focus of the present research project on the use of songs to foster word knowledge. In comparison, the number of informants using songs to teach grammar was clearly lower” (Tegge, 2015, p.73).

The questionnaire also elicited information about the reasons for not using songs from the 83 respondents who answered in the questionnaire that they don't use songs in class. Of these non-users, 38.6 % indicated that they couldn't fit songs in with the official curriculum, while 25.3% indicated that using songs meant spending too much time for a minimal learning outcome. But overall, selection rates for all answer options were low. It seems that none of the available responses resonated with the majority of respondents. Also, it is important to note that only ten informants identified with the view that songs were of little use as a teaching tool in class, and only two informants added in the questionnaire's open-ended section that they

considered songs to be inappropriate when teaching adults. The majority (57.3%), specifically 328 respondents spent no less than 15 minutes on a song and related activities in one lesson. The main challenges teachers faced were that they could not find any suitable songs (28.7%) and that the learners did not like to sing (27.1%).

Beside Tegge's study, there are other studies that explore either teachers' perceptions of or practices when using songs as a pedagogical tool. For example, Edwards (1997) conducted research with 33 elementary English as a Second Language (ESL) teachers of students from kindergarten through fifth grade, in order to explore if they used music for ESL purposes, the way they used it, the prohibitions preventing them from wider use, and finally their need for further training in order to use music. A general analysis of the investigation indicates that (60%) use music for ESL purposes twice a week or more. The amount of time varies depending on the individual teacher. Furthermore, a majority of those who use music use it to teach vocabulary, cultural awareness and appreciation. Music is also used to lower the affective filter and increase the receptivity of the student to learning a new language. There are two main challenges that prohibit teachers from making greater use of music for ESL purposes the lack of money, considering that using music and songs at the time of the study required tapes or CD's, in addition to the lack of training, as they expressed need for further training in using music for ESL purposes.

Bjorklund (2002) added a new element to these studies by investigating the efficacy of practices from the perspective of both learners and instructors, namely international college students (graduate and undergraduate) and their ESL instructors. In this investigation, ESL

instructors were asked about how music was being used in the classroom, particularly to teach stress, intonation, and segmental pronunciation. Results show that instructors were in fact using songs to teach language stress, intonation, and pronunciation. Furthermore, the instructors reported that their students had improved in their overall intelligibility, which was the goal of the ESL classroom. In addition, few instructors reported receiving negative feedback from their students about using music in the ESL classroom. Regarding results on the student perspective, the study concluded that students found music helpful on all counts.

Sevik (2011) explored the views of 52 Turkish EFL teachers who are teaching in Turkish state primary schools. The results demonstrated that Turkish EFL teachers have strong beliefs about the pedagogical value of songs (94.2%); that songs are fun and full of pedagogical value (90.4%); and that songs are very important in developing the listening skills of young learners (94.2%). However, findings related to teaching challenges demonstrate that 77% of the teachers find it difficult to find appropriate songs and 69.3% believe that they do not have enough resources to use songs. Therefore the study suggested that teachers should be provided with song materials to use in their classes, and that they be given in-service training on how to teach songs.

Rose (2016) conducted a study utilizing surveys and interviews with English and French as a Second Language. The study compiled a demographic profile of the teachers who use music in their SL teaching as well as their education, teaching experience and musical backgrounds. Findings showed that the respondents have a generally high regard for the use of musical activities. Further, the survey's participants appear to place more value on the use of music when teaching SL to children, somewhat less with adolescents, and even less when teaching adults.

The data showed that almost one quarter of the teachers who responded reported never using music in their teaching. As for the specific manner in which music was used in teaching SL, it appears that the activities chosen tended to be passive ones. For example, of those who use music, while 92% of respondents say they listen to songs in their classes, only 65% actually sing the songs. The researcher suggests that this may be caused by the fact that teachers are less comfortable with the more active ways of using music, perhaps because they themselves are less confident in those areas or because they believe that their students are less comfortable moving or singing. Among the competencies taught using music, listening comprehension was the overall favorite, followed by cultural awareness, pronunciation and vocabulary.

Teacher belief in Rose's (2016) study also revealed what they perceive as barriers to using music. For example, a concern about the reluctance of adults to engage in musical activities is expressed throughout the survey; in fact, it emerges as the most common factor that prevents people from using music in their teaching. A second concern is the possibility of conflicting values and interests as well as inappropriate lyrics and video content. A third concern is a lack of confidence on the part of the teacher, perhaps based on the belief that they must have a certain amount of musical expertise in order to effectively use music to teach language. An overall observation about the comparison between teachers who state that they never use music in their teaching and teachers who state that they do is that the differences are not large. This is particularly true in terms of SL teaching qualifications: both groups have approximately the same level of SL training and experience. From this, it appears that teaching qualifications do not necessarily lead to increased music use and, conversely, that a lack of extensive teacher training does not necessarily prevent someone from using music in their teaching.

Regarding teaching AFL, Hamed (2017) investigated the criteria for selecting authentic audiovisual materials (AAM) which include songs, designing authentic tasks to engage with the AAM, and the challenges which teachers encounter when selecting the materials and designing authentic tasks in the AFL classroom. This was done through an online questionnaire for teachers, classroom observations, and interviews with teachers. Data from the 112 responses to the questionnaires indicated show that AFL teachers frequently use three main genres of authentic materials, songs, news, and movies. Moreover, AFL teachers use them at all language proficiency levels, though more so in advanced levels than in elementary levels. Teachers indicate that they use authentic materials to a considerable degree in order to raise cultural awareness. Results showed that the criteria for selecting materials (including songs) are proficiency levels, learners' needs and interests, relevance to the topic of the lesson, cultural aspects, course objectives, and various lexical complexities. On the other hand, the main challenges in the selection of materials (including songs) are vocabulary, search for materials, and unclear audio-visuals.

It is interesting to note that some studies showed a conflict between teacher perceptions and their in class practices. In other words, studies showed positive perceptions towards the usage of a pedagogical tool but at the same time an avoidance of actually using it in class. This is illustrated in a study by Petrus (2012) who has interviewed 10 student-teachers, who have performed their teaching practices in English. She studied ways these student-teachers have used songs during their pre-service education and training. Results of her study indicated that respondents mentioned various reasons for using music as a valuable teaching resource, namely

that: it is relaxing and interesting, engages students and keeps them motivated, It can be used in order to teach grammar and vocabulary, can be used to improve listening and reading skills, is useful for improving pronunciation and that it encourages students to pay attention to the subject matter due to the fact that it is ‘something unusual’. Despite identifying many reasons that music is a valuable teaching resource, not all respondents used songs while performing their teaching practice. Three student-teachers didn’t use music at all; five used songs only once, and two used songs two or three times. As for the challenges, they mentioned that students might find songs difficult to comprehend due to the use of slang words or connotations only quickly understood by native speakers. Moreover, songs do not always obey grammar rules and students might find word order or even conjugation troublesome. Among those who did use songs, they used songs: as warm-up activities in order to pre-teach vocabulary, to solve gap exercises with missing words, to create a positive learning environment and relax the students at the end of the lesson, in mime or role-play in analysis from different perspectives, to have fun, and to improve writing skills. Only one student-teacher made a reference to teaching culture or presenting culture through music.

Almutairi and Shukri’s (2017) study tried to explore the views and attitudes of EFL teachers in Saudi Arabia about using songs when teaching English to young learners. The perceptions of English language teachers in primary school in Jeddah were collected through the use of one instrument, a questionnaire. The results demonstrated that most of the teachers surveyed realized the pedagogical value of using songs when teaching English oral skills to young learners. However, they did not use songs because of their religious and cultural beliefs. Therefore,

Almutairi and Shukri suggested that teachers should be provided with chants that are free of musical instruments to avoid any controversies with cultural or religious beliefs.

Another study that reflected the same conflict was conducted by Lu (2017) in order to explore ESL teachers' perceptions and practices about vocabulary instruction. Lu's research also aims to explore whether teachers' beliefs are congruent with their practices. Twenty-five teachers took part in this study, completing a survey designed to assess teachers' beliefs on vocabulary instruction. This was followed by observation of three of the participants' classes for one month. The observation has provided insights into how teachers actually taught vocabulary in class. At the end of the study, Lu collected the teaching materials of the three observed teachers and held a focus group discussion with them. The results show that participants held a positive attitude towards explicit vocabulary instruction in general, but they also supported implicit teaching. From the classroom observations and focus group discussion, it can be concluded that some teachers act differently from what they believe. When it comes to vocabulary teaching, it shows that some teachers may behave differently due to practical challenges which may partly come from themselves and/or outside factors like limited class time. These results emphasize the importance of investigating teacher practices in addition to teacher perceptions.

In conclusion, it appears from the findings of this chapter that songs are considered by F/SL research as a useful tool to foster cultural and linguistic aspects. As for teacher and student perceptions about this pedagogical tool research has shown that both groups view it as beneficial. However, despite teachers' positive perceptions on the usefulness of using songs in F/SL classes,

their practices sometimes don't align with such perceptions for many reasons. These findings assert the need to explore AFL teachers' perceptions regarding the usefulness of using songs in classes.

Chapter 3: Methodology

3.1 Introduction

This chapter presents more details about the design of the study. The purpose of this study is to explore AFL teachers' perceptions of the pedagogical value of using songs in AFL classes, the purpose of their usage, and how all the above relates to their classroom practices regarding how songs are used.

3.2 Research design

Mixed methods (quantitative and qualitative) are most appropriate for the purpose of the study, as research conducted benefits from the strengths of both quantitative and qualitative approaches while avoiding the disadvantages of both. Dörnyei (2007) indicates that the mixed-method design avoids sampling bias and provides deep analysis of the quantitative findings. Furthermore, mixed methods provide numerical and descriptive analyses which enable researchers to gain a clear understanding of any phenomena apparent in the research. He also indicates that the convergence of results improves the validity of the research, and the corresponding evidence strengthens the generalization of the findings. Hence, this design will help eliciting information from the data quantitatively and qualitatively. Finally, he indicates that this method includes sequential and interrelated questionnaires, and interviews. Therefore, in the case of the current study, the tools used are as follows: a questionnaire which was analyzed quantitatively and interviews which were analyzed qualitatively.

3.3 Instruments

The first data collection instrument to be used is the online questionnaire; in October 2018 it was sent to AFL teachers in Egypt and abroad. This questionnaire is adapted from Tegge's (2015) questionnaire that was used for exploring teachers' perception towards the use of songs, by trying to elicit information about teachers' perceptions about songs as teaching tools and their teaching practice involving songs, in addition to gathering demographic data such as academic background, and teaching experience. Though the study relies on Tegge's questionnaire as a model, the content was adapted in a manner that ensured it would answer the research questions of this study, and would be relevant to the experiences of AFL teachers. This adaptation involved changing the types of F/SL classes that were used by Tegge into AFL class types such as (MSA, Colloquial Arabic, Listening and speaking, Culture, Media Arabic, Writing, and Conversation classes) in questions 11, 15, and 18. The researcher also changed the proficiency levels from six levels in Tegge's questionnaire into four levels (Elementary, Intermediate, Advanced, and Superior) in questions 10, 14, and 17. The researcher shortened the questionnaire for this study to become 24 questions rather than 43 questions in Tegge's questionnaire. This was done through removing the questions that are related to musical background and experience, and questions related to teachers' perceptions in regard Usefulness of using song to teach one specific aspect of F/SL acquisition namely vocabulary in favor of more general questions about all forms of F/SL learning. The removed questions were not in the interest of the researcher to find their answers. The Google Forms questionnaire tool allowed the use of so-called skip logic. That is, if a teacher selects a particular response to a question, they consequently skip some of the following questions that are irrelevant to them based on their previous response. For example, if a teacher states that he/she does not use songs in the classroom, he/she will skip all questions requesting

information about the details of his/her song-use, but will still encounter the rest of the questions that are relevant to him/her. The questionnaire is divided to five sections (For more details please refer to appendix B p.98). The first section includes 12 questions that collect demographic information on the participants, and addresses the fourth research question in regard to demographic features that distinguishes teachers who do use songs from those who don't. The rest of the sections consist of 12 questions that target the teacher's perceptions and practice of using songs in his/her AFL class(es), to address research questions 1-3 and 5. All the questions in this questionnaire are structured except the last question.

Questions 13, 14, and 15 provide answers for the first research questions regarding teachers' perceptions, while questions 16 - 18 and questions 20 and 23 provide answers for the third research question about teacher practices. Question 19 provides answers for the second research question regarding purposes for which teachers employ songs, while question 22 addresses the last research question regarding the challenges that face teachers when using songs. The last question number 24 is an open ended question designed to gather comments from the teacher and allow for the possibility of discovering additional areas to explore regarding the usage of songs.

Face-to-face interviews were conducted with the teachers to gather more in depth data about teacher perceptions and practices for qualitative analysis and provide answers for all the research questions except the first and fourth questions. Interviews included eight open-ended questions, typically lasting for 20 minutes (See appendix C p. 115 for more details). The first six questions allow for a more in depth exploration of the second and third research questions regarding teaching the purposes and practices of using songs while the last two questions allow for the

exploration of the fifth question regarding challenges teachers face. The interviews were recorded and saved on the researcher's computer.

The quantitative data from the questionnaire was coded and classified using a Microsoft excel sheet before being analyzed. This data was then analyzed quantitatively using SPSS program. As for the qualitative data, the researcher transcribed the interviews, coded the transcripts by giving alphabetical letter to each interviewee according to the order of their interviews timing. Finally, the researcher constructed the results based on the findings of both the questionnaire and interviews. The qualitative data was analyzed using descriptive analysis.

3.4 Participants

In order to obtain a representative sample which ensures the credibility of generalizing the findings, the researcher strove to reach a large number of AFL teachers for the questionnaire by distributing it via online networks of AFL teachers on webpages such as the American Association of Teachers of Arabic (AATA) website, and the Arabic Language Institution Department at the American University in Cairo (ALI). The questionnaire was also distributed on social networking website Facebook via groups of AFL teachers such as

- 1- (تدريس اللغة العربية لغير الناطقين بها TAFLers) which translates to “Teaching Arabic as a Foreign Language”
- 2- معلمو العربية للناطقين بغيرها which translates to “Arabic as a Foreign Language Teachers”
- 3- (TAFL Master Students at AUC)
- 4- (جيل جديد من اساتذة العربية) which translates to “A New Generation of Arabic teachers”
- 5- (نقابة معلمي اللغة العربية للناطقين بغيرها) which translates to “The AFL Teachers Syndicate”

A total of 66 AFL teachers of different nationalities, academic backgrounds, and AFL teaching experience responded to the questionnaire. The researcher chose six Egyptian AFL teachers to participate in the interview procedure, based to their answers on the questionnaire. Two of them mentioned that they don't use songs in AFL classes while the rest mentioned that they do; the researcher chose teachers that do and do not use songs in order to explore both sides' perceptions and reasons for using or not using songs in depth.

Chapter 4: Results and discussion

4.1 Introduction

This chapter outlines the findings of both the questionnaire and the interviews used to collect data for the study, and then links these findings to the research questions. It subsequently compares them to the findings of studies from the literature review covered in chapter two.

The purpose of the study is to answer five research questions:

- 1- How do AFL teachers perceive the usefulness of songs in fostering AFL acquisition?
- 2- What are the purposes for which AFL teachers employ songs in their classes? Why?
- 3- What are the teaching practices AFL teachers employ when using songs in their classes? Do they align with teacher perceptions? Why?
- 4- What are the demographic features of AFL teachers who use songs for fostering AFL acquisition versus those who don't?
- 5-What are the challenges that AFL teachers face when using songs as a pedagogical tool?

4.2 Results addressing the first research question

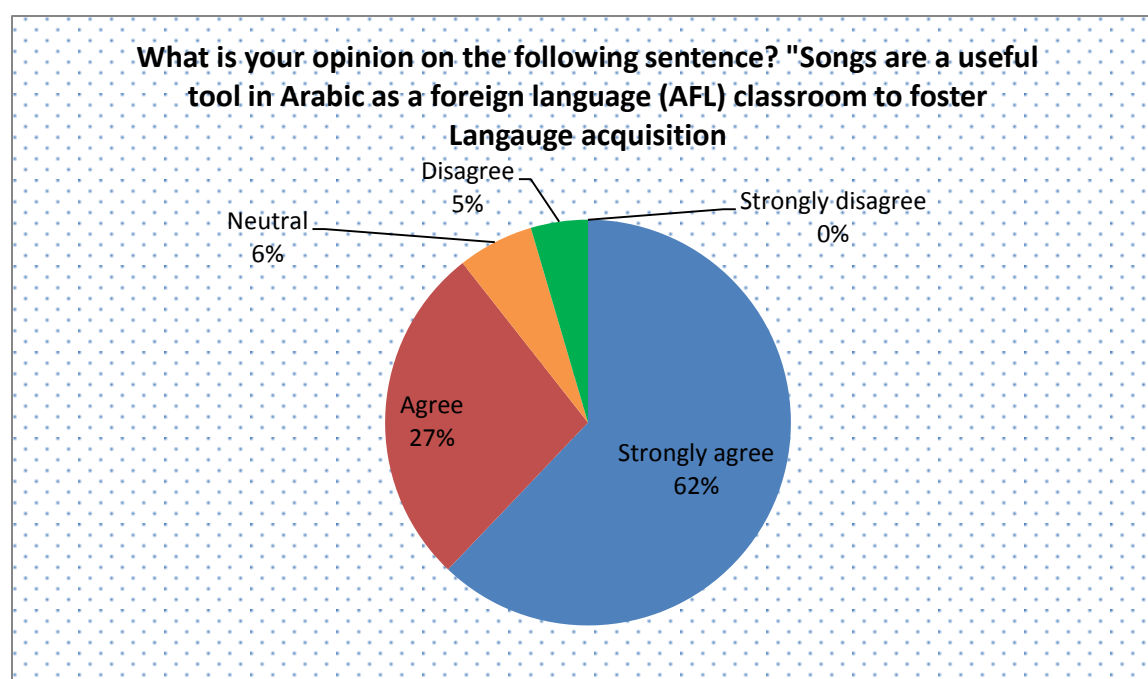
1- How do AFL teachers perceive the usefulness of songs in fostering AFL acquisition?

Questions 13, 14, and 15 of the questionnaire provide answers to the first research question. A total of 66 AFL teachers responded to the questionnaire, of whom 41 (62.1%) “strongly agree” that songs are useful to foster language acquisition in AFL classes, while 18 of them (27.3%) “agree,” and none of them strongly disagree; these results are represented below in Figure 1.

These results indicate an overwhelming consensus among AFL teachers about the usefulness of

songs as a pedagogical tool to enhance students' acquisition of AFL, and validate the researcher's hypothesis that AFL teachers will strongly agree with the usefulness of using songs in class. They also match the findings of Hamed's study (2017) that 78% of teachers participating in his study use songs as a source of authentic audio visual material. In fact, his study revealed that songs are one of the main sources of audiovisual material that his subjects use in class.

Figure 1: *Answers of Q13*



In Tegge's (2015) study there were 204 participants out of 511 (39.9%) who "strongly agree" with the statement that "songs are a useful tool in the language classroom to foster language acquisition," and 243 participants (47.6%) who "agree." It is interesting to note that though the levels of general agreement (strongly agree and agree) about using songs in both studies are very close (89% for the current study and 87.5% for Tegge's), the percentage of "strongly agree" responses in this study is much higher than in Tegge's. This indicates a higher level of enthusiasm about using songs in AFL classes. It is worth noting that though some AFL

teachers did take part in Tegge's study, when the study specifically addressed AFL teachers the results were somewhat different.

In regards to Q14, which measures teacher perceptions regarding the appropriate proficiency level(s) for using songs, 74.2 % of participants "agree" or "strongly agree" that songs are useful for elementary level, 87.8% for the intermediate level, 83.3% for the advanced level, and 72.7% for the superior level, as shown below in Table 1. The above results indicate that the highest level of agreement on using songs to foster language acquisition is found in relation to the advanced and intermediate levels; agreement with using songs in the elementary and superior levels is slightly less. It is worth noting that none of the teachers who participated in this questionnaire contend or disagree with the usefulness of using songs in the advanced level while 7.6% doubt the benefit of using songs in the superior level. It is also worth noting here that the level of agreement regarding using songs in the advanced level (83.3%) is higher than that of superior level (72.8%). This was rather unexpected since the researcher hypothesized that the higher the level of proficiency, the higher the number of participants who agree on the usefulness of songs would be. The findings match the researcher's hypothesis for both elementary and intermediate levels, but did not match the hypothesis for advanced and superior levels. A possible explanation is that only 28.8% of participants teach the superior level, while 77.3% teach the advanced level. Therefore it's possible that participants who don't teach these levels don't have a clear vision about the usefulness of songs for students in that level. This might have resulted in the reduced level of agreement on song usefulness for the superior level compared to the intermediate level.

Table 1: *Answers of Q14*

What is your opinion on the following sentence when considering the different proficiency levels? "Songs are a useful tool in the AFL classroom to foster language acquisition."										
	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
[Elementary level]	32	48.5%	17	25.8%	10	15.2%	6	9.1%	1	1.5%
[Intermediate level]	30	45.5%	28	42.4%	5	7.6%	3	4.5%	0	0.0%
[Advanced level]	35	53.0%	20	30.3%	11	16.7%	0	0.0%	0	0.0%
[Superior level]	37	56.1%	11	16.7%	13	19.7%	4	6.1%	1	1.5%

In regards to the types of classes in which teachers perceived songs to be the most useful, Table 2 below shows a strong agreement with using songs to teach Colloquial Arabic. Results show that 65.2% of participants "strongly agree" that songs are useful for Colloquial Arabic classes and a general agreement level of 93%. It is interesting to note that none of the participants view songs as not useful for such classes. Listening and Speaking classes came in second place with 63.6% of participants "strongly agreeing" with the benefit of using songs, and a level of general agreement that was lower than colloquial at 81%. Culture classes come in third place regarding the level of agreement with 62.1% "strongly agreeing" with the benefit of using songs in teaching culture, as well as a general level of agreement that is slightly higher than Listening and Speaking at 84.8%. As for MSA and Conversation classes, though they didn't score high on percentages of participants that "strongly agree" (36.4% for the former and 39.4% for the latter), they displayed the highest percentages in number of "agree" responses, 45% for MSA classes and 33.3% for Conversation classes. The general level of agreement was 81.9% for MSA and 72.7% for Conversation classes. The lowest level of agreement was displayed in relation to using songs in Media classes. Overall the findings show that teachers perceive the use of songs as most beneficial in Colloquial, Culture, Listening and Speaking and MSA classes, a

good percentage perceive songs as useful in Conversation classes, and the lowest percentage of subjects regarded using songs as beneficial in Media and Writing classes.

Table 2: *Answers of Q15*

What is your opinion on the following sentence when considering using songs in the following AFL class types? "Songs are a useful tool in the language classroom to foster language acquisition."										
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
[MSA (Modern Standard Arabic)]	24	36.4%	30	45.5%	5	7.6%	5	7.6%	2	3.0%
[ECA (Egyptian colloquial Arabic) or other Colloquial Arabic class]	43	65.2%	19	28.8%	4	6.1%	0	0.0%	0	0.0%
[Listening and speaking]	41	62.1%	19	28.8%	4	6.1%	1	1.5%	1	1.5%
[Culture]	42	63.6%	14	21.2%	7	10.6%	2	3.0%	1	1.5%
[Media Arabic]	7	10.6%	9	13.6%	26	39.4%	16	24.2%	8	12.1%
[Writing]	5	7.6%	9	13.6%	22	33.3%	25	37.9%	5	7.6%
[Conversation]	26	39.4%	22	33.3%	12	18.2%	3	4.5%	3	4.5%

The above results could be caused by a variety of reasons. To begin with, in the case of variation between Colloquial classes vs. MSA classes, the results could be caused by challenges teachers face when trying to find suitable songs in MSA due to the limited number of topics of songs using this form of Arabic as compared to Colloquial songs; this issue will be discussed in more detail in the section discussing teacher perceptions of the challenges of using songs in AFL classes. As for the apparent reluctance to use songs in Media and Writing classes, an explanation could be in the fact that the pool of vocabulary used in the media is not likely to appear in songs. Since learning or recycling learned vocabulary is one of the most important purposes for which

songs are used (as is indicated by the results of the subsequent research questions), teachers may not regard songs as useful in Media classes since most songs are not likely to contain relevant vocabulary (elections, meetings, etc.). As for lower levels of agreement for using songs in Writing classes, this might be caused by the difference in medium each relies on, with songs delivered aurally while Writing classes rely on producing written texts. This might cause teachers to feel that students will not learn much from oral materials such as songs.

4.3 Results addressing the second research question

2- What are the purposes for which AFL teachers employ songs in their classes? Why?

Question 19 of the questionnaire provides data for answering the second research question, as does Question 24, an open-ended question in the questionnaire; Questions 1 to 4 from the interview provide a deeper view on this research question.

Table 3 below shows that out of 58 participants from the questionnaire who use songs, the purposes which received the highest number of affirmative responses in the questionnaire are:

- 1- To practice familiar vocabulary (55 responses or 94.8%)
- 2- To motivate students with an enjoyable activity (54 responses or 93.1%)
- 3- To teach authentic language and culture and to enhance cultural awareness and intercultural competence (53 responses or 91.4%)

As for the purposes that received the lowest numbers of affirmative responses, they are:

- 1- As a prompt for a writing assignment, e.g. an essay, poem or letter (18 responses or 31 %)
- 2- As a prompt for spoken interaction, e.g. a class or pair discussion (30 responses or 51.7 %)

Table 3: *Answers of Q19*

For what purposes do you use songs in the classroom?		
	Count	Row N %
[To create a relaxing atmosphere]	42	72.4%
[To motivate students with an enjoyable activity]	54	93.1%
[To give students the opportunity to produce language without feeling observed]	41	70.7%
[To teach authentic language and culture]	53	91.4%
[To practice listening comprehension]	51	87.9%
[To practice fluency in speaking i.e. producing spoken language]	41	70.7%
[To teach pronunciation and prosody]	43	74.1%
[To introduce new vocabulary]	45	77.6%
[To practice familiar vocabulary]	55	94.8%
[To teach multi-word units, i.e. idioms and phrasal language]	48	82.8%
[To introduce new or practice familiar grammatical items]	44	75.9%
[As a prompt for spoken interaction, e.g. a class or pair discussion]	30	51.7%
[As a prompt for a writing assignment, e.g. an essay, poem or letter]	18	31.0%
[To accommodate different learning styles, e.g. auditive, kin-aesthetic and musical learning styles]	42	72.4%
[To enhance cultural awareness and intercultural competence]	53	91.4%
[To enhance vocabulary acquisition]	52	89.7%

It is worth noting here that the purposes that received the highest level of agreement in Tegge's (2015) study were motivating students with an enjoyable activity, practicing listening skills, and creating a relaxing atmosphere (91.7%, 85.6%, and 74.3% respectively). This indicates that SL teachers in Tegge's study tended to use songs more to reduce the affective filter

of learners, and to practice listening skills. But results of the current study suggest that AFL teachers participating in this study tend to use songs to enhance language forms (for example to recycle the vocabulary previously learned). In addition participants here use songs to enhance the cultural awareness of learners more so than SL teachers in Tegge's study.

On the other hand, there is an alignment between the current study with what Tegge (2015) found regarding a lack of interest in using songs as a prompt for a writing assignment (35.8%), and as a prompt for a spoken interaction (45.5%). This finding indicates that subjects participating in both studies don't consider songs as an effective pedagogical tool for achieving these purposes, although the participants' responses to Question 20 (which will be elaborated later in the discussion of the third research question) show that participants frequently use discussion as an activity to accompany songs in AFL classes. This highlights a contradiction between participant responses to Q20 and Q19 regarding the use of songs and discussion.

The findings outlined in Table 3 also match with Edward's (1997) study that surveyed EFL teachers and found that the majority of those who use music in class use it to teach vocabulary (88%), cultural awareness (80%) and to lower the affective filter (68%). It also asserts what Hamed (2017) found that AFL teachers (83.9% of participants in his study) indicated that raising cultural awareness is an essential purpose accomplished by using authentic audio-visual materials (in this case songs). However, the findings outlined in Table 3 don't completely align with what respondents in Rose's (2016) study indicated, that they use songs to support the following language skills, in order of preference: oral comprehension, culture, pronunciation,

vocabulary, grammar, idioms and fluency. Less commonly, music has been used to teach reading and writing.

Since one of the main questions in interviews and open-ended questions targeted the purposes of using songs in class, some of the above themes appeared in the study's qualitative data. The main themes mentioned by the participants and interviewees were:

The first theme is using songs to enhance cultural awareness. Participant 62 wrote, "I prefer to use songs as vignettes that preview relevant new vocabulary and cultural aspects as students walk into the classroom." Participant 41 wrote, "We can use video clips to link picture with sound in a cultural frame." The interviewees also referred to culture awareness as one of their purposes for using songs. Interviewee A mentioned that, "For elementary-level students, the focus when teaching songs would be on teaching them about culture aspects rather than language."

As for Interviewee F, her second goal for using songs in AFL classes is to exchange culture, for example using songs to compare between the culture of the target language and those of students' countries of origin, by highlighting a certain topic that the song tackles. This asserts what Griffie (1988) mentioned that, "songs and music from various cultures can be used to compare and contrast those cultures" (Griffie, 1988, p.27).

Even Interviewee D who disagrees on the usefulness of using songs for promoting language acquisition in AFL classes affirmed their usefulness in introducing culture. The subject said that,

“In classes, I might use Classical Arabic songs e.g. Om Kolthoum songs, because they do not have western instruments. Furthermore, their content is really authentic (meaning culturally authentic).” She mentioned that she presented Arabic songs with oriental music to make students know more about the cultural context rather than the language.

Finally, Interviewee C mentioned that songs that address topics related to the 25th January Revolution in Egypt were included in a particular course designed by the Arabic Language Instruction department (ALI) at the American University in Cairo (AUC) about this Revolution for the purpose of introducing the songs to the students. This usage illustrates Mishan’s (2005) assertion that, “Songs can be both an instrument for social change, and a gauge of social change, it can be used to trace socio-cultural movements, changes in behavioral norms of society, and so on” (Mishan, 2005, p.196).

The second theme is to motivate students with an enjoyable activity, for example Participant 45 wrote that songs, “makes the class more fun, open up new topics for discussion, break the ice, introduce different ways for pronunciation.” Despite the fact that he prefers not to use songs, Interviewee E mentioned that, “songs might be a helpful tool for a fun-seeking teacher who wants to create a fun mood during the class.” Interviewee B shared, “Sometimes I need to change the class atmosphere. Our syllabus doesn’t include any songs, therefore I need to present different things in order to change the atmosphere and sing along.”

Interviewee C mentioned an example of using a specific song to create an enjoyable activity, “I used the Egyptian song named ‘Three heartbeats’⁷ – with a group of foreign students – though they were MSA beginner students - who were coming only for three months. I used it because it was good tool that helped create a fun mood, and even my students kept listening to it wherever they went.” Shayakhmetova, Shayakhmetova Ashrapova and Zhuravleva (2017) elaborated on the positive impact of songs on the atmosphere and motivation of the students, “In terms of affective aspect, songs have a positive impact on learning. They provide a relaxed atmosphere in the classroom; activate discussion of attitudes to something or someone; reduce anxiety during the learning process; encourage creativity and imagination; stimulate extensive and intensive listening; bring variety and fun to the learning process” (Shayakhmetova, Shayakhmetova Ashrapova, & Zhuravleva, 2017, p.641).

The third theme is the usage of songs to teach grammar. It is interesting to note that though the purpose to introduce new or practice familiar grammatical items did not receive the highest number of affirmative responses in Q19, with 75.9% of teachers selecting it, it was a recurrent theme in teacher responses to open-ended questions in the questionnaire and to interview questions. For example it was mentioned frequently in the questionnaire’s open-ended question and by interviewees when they answered the question asking them to name three songs they have used and for what purpose. Interviewee A mentioned the song ‘Sometimes I Long’⁸, for the purpose of practicing the present tense in ECA, which uses the prefix of the Arabic letter ‘ba’. In

⁷ ثلاث دقات

⁸ ساعات باشتاق

her MSA classes with intermediate students she used ‘Do you have any doubt?’⁹ in order to teach students case endings and syntax.

Another example is when Interviewee B shared her experience with teaching a song by saying, “I remember when I wanted to teach the rule of “Before + verb” I used a song by “Aboulliif¹⁰” called ‘before I sleep¹¹,’ to highlight this rule. I used a cartoon clip of this song.” She shared another experience of using a song for the same purpose, “The student asked me to try a song with her as a different activity. I used the song “Do you know?¹²” to highlight the active participle.” This finding is similar to what Mori (2011) did when she used songs in her study to present transitive/intransitive verbs in Japanese; in Mori’s case the participants in the experimental group showed a better ability for long-term retention of these verbs than the control (read-aloud) group.

In another example from the questionnaire’s open-ended question (Question 24), Participant 14 wrote that one of the purposes for using songs in AFL classes is, “as a classification for grammar rules,” while Participant 55 wrote that, “Songs are very helpful to teach vocabulary and grammatical rules.”

It is also interesting to note that despite the fact that practicing familiar vocabulary and enhancing vocabulary acquisition were chosen by a large majority of the participants, 94.8% and 89.7% respectively, they weren’t mentioned as frequently as grammatical rules in the responses

⁹ هل عندك شك؟

¹⁰ أبو الليف

¹¹ قبل ما أنام

¹² عارفة؟

of participants to the questionnaire's open-ended question and in the interview. Vocabulary acquisition was mentioned only once in the open-ended question's answers by Participant 55 who wrote that, "Songs are very helpful to teach vocabulary and grammatical rules."

In discussing vocabulary acquisition in the interviews, Interviewee C shared, "Songs can be used effectively to reinforce vocabulary, especially when words are repeated." Interviewee F stated that her purpose for using songs is that, "I want students to get to use certain vocabulary related to a certain theme for example or certain topic, and get to use to certain vocabulary that are used in the street or certain occasion, this is one of the main goals." Interviewee B mentioned that, "I see that for elementary levels, songs can be used so that students try singing them, get introduced to the music, for atmosphere change and to memorize some vocabulary." However there wasn't enough explanation by respondents to compare with the contradiction that Lu (2017) has found between teachers' perceptions on teaching vocabulary and their practices. In order to make such a comparison, it would require further observation on how AFL teachers use songs for vocabulary acquisition.

One possible explanation for this variation in the results of the qualitative and the quantitative data could be related to the challenges of finding suitable songs that include target vocabulary, which is discussed in the section addressing the fifth research question regarding the challenges with using songs. It appears from interviewees' responses that it is easier to find songs that involve the target grammatical rules than vocabulary.

4.4 Results addressing the third research question

3- What are the teaching practices AFL teachers employ when using songs in their classes?

Do they align with teacher perceptions? Why?

Firstly, Questions 16, 17, and 18 of the questionnaire were designed to gather data on teacher practices by looking into the following: whether teachers use songs or not (Q16), which proficiency level they use songs with (Q17), and the AFL class type(s) in which they use songs (Q18).

Secondly, Question 20 of the questionnaire was designed to gather data on the type of activities the participants are using to accompany songs in AFL classes. Also some responses to the questionnaire's open-ended question, Question 24, provided insight into this matter. In addition to the aforementioned questions from the questionnaire, Question 5 from the interview gathered data about the activities that the interviewees use to accompany songs in AFL classes. The responses to these questions are compared to the responses to Question 19 in the questionnaire and the first four questions in the interview, which address the purposes for using songs in AFL classes.

Thirdly, Question 1 in the interview and Question 23 of the questionnaire were used to understand teacher practices in relation to songs, specifically targeting participants who don't use songs in AFL classes in order to explore their reasons. As for answering the second part of the research question, namely alignment between teacher practices and perceptions, the researcher compared the responses to Questions 16, 17, and 18, addressing participants' practices, to the responses to Questions 13, 14, and 15, which addressed participants' perceptions or opinions about using songs in general and using them with different proficiency levels and class types.

The following sections will elaborate on the findings of the questionnaire and the interviews regarding teacher practices and how they align to teacher perceptions of the general usage of songs, as well as their usage with various proficiency levels and class types. This will be followed by addressing the results related to specific activities participants use and how they relate to the purposes for which songs are used (as indicated by previous sections of the questionnaire). The final section will address the findings from apparent non-users of songs.

4.4.1 Teacher usage of songs and its alignment with teacher perceptions

The results of Question 16, outlined below in Table 4, show that there were only eight participants (12.1%) who do not use songs in AFL class while 58 participants do use songs (87.9%). These findings match with the findings of Bjorklund's (2002) research on the use of music to teach oral skills to adult EFL students, namely that 87% of the instructors who were surveyed reported using some type of music to teach oral skills to adult EFL students. Rose's (2016) survey found similar results, with approximately 24% of the respondents reporting that they do not use music in their FL teaching and 76% reporting that they do use music.

Table 4: *Answers of Q16*

Do you use songs in AFL classroom?		
	Frequency	Percent
No	8	12.1%
Yes	58	87.9%
Total	66	100%

As for alignment of the aforementioned results with teacher perceptions, Table 5 shows the level of alignment between the responses to Question 16, in which 87.9% of teachers report using songs, and the responses to Question 13, in which 89.3% of teachers “agree” or “strongly agree” that songs are useful in the AFL classroom to foster language acquisition. These results

indicate a high level of alignment between the perception of the usefulness of songs to foster language acquisition and the actual use of songs in the AFL classroom.

Table 5: *Comparison between answers of Q13 and Q16*

Comparison between agreement about usefulness of using songs vs. agreement on actual usage of songs		
		Percent
Teachers who agree or strongly agree on usefulness of songs to foster language acquisition (Q13)	59	89.3%
Teacher who use songs in their classes (Q16)	58	87.9%

4.4.2 Usage of songs in regard to proficiency level and its alignment with teacher perceptions

An examination of responses to Question 17 in the questionnaire concerning the actual usage of songs in various proficiency levels, compared with the responses to Question 14 that highlights teachers' perceptions regarding the same issue, Table 6 below shows that out of the 58 teachers who use songs, 53 of them (91.4%) mentioned that they use songs in the Elementary Level; the same results appeared in relation to the Intermediate Level. However, only 40 participants (69%) mentioned actual usage of songs at the Advanced Level and even less at the Superior (37.9%). This could be partially explained by the high percentage of teachers who responded indicating that this question was not applicable (i.e. they do not teach these levels). However, it is also worth noting that the percentage of teachers, who do not use songs in the Advanced and Superior levels (12.1%), though not high, is much higher than for Elementary (5.2%) and Intermediate (1.7%) levels. This is surprising to the researcher who hypothesized that it would be easier to use songs with higher proficiency levels, since their proficiency level would allow them to comprehend and enjoy the usage of songs.

Table 6: *Answers of Q17*

Do you use songs in your classes when teaching the following proficiency levels?						
	Yes		Not applicable (I don't teach this level)		No	
	Count	Row N %	Count	Row N %	Count	Row N %
[Elementary level]	53	91.4%	2	3.4%	3	5.2%
[Intermediate level]	53	91.4%	4	6.9%	1	1.7%
[Advanced level]	40	69.0%	11	19.0%	7	12.1%
[Superior level]	22	37.9%	29	50.0%	7	12.1%

One explanation for the relatively lower percentages of teachers reporting the usage of songs in the Advanced and Superior levels is the variation in the number of teachers who indicate that they teach the Superior Level and the number that mention that they use songs when teaching it. As per Table 6, there are 22 participants (37.9%) who mentioned that they use songs in the Superior Level, though the actual number of participants who responded to Question 10 in the questionnaire that they teach or used to teach the Superior Level was only 19, as outlined in Table 7 below. This means that three teachers indicated that they “use songs” though they haven’t taught the superior level; and a total of 10 teachers indicated they used/didn’t use songs though they haven’t taught the level (given that the total reporting they use/don’t use is 29 and the total reporting they teach is 19). This variation could have resulted from some misunderstanding of Question 10, which may be related to the way the question is written. For example, it is possible that some participants didn’t realize that they could include in Question 10 the levels they had taught previously even if they were not teaching them at the time that they were responding to the questionnaire; thus they did not include these levels among the levels they teach. Therefore the answers in regard to the Superior Level are considered unreliable.

Table 7: *Answers of Q10*

What proficiency levels are you currently teaching in Arabic as a foreign language (AFL) or have you previously taught?		
	Count	Row N %
[Elementary level]	56	84.8%
[Intermediate level]	57	86.4%
[Advanced level]	51	77.3%
[Superior level]	19	28.8%

As for alignment between teacher perceptions of songs as pedagogical tool and the actual usage of songs in their classes, the results outlined in Table 8 reveal that in comparison to the responses to Question 14 (concerning perceptions), the responses to Question 17 indicate a high level of alignment between teacher perceptions and practices, though in some levels more than others. For example, the results in Table 8 show a high level of alignment for the Intermediate Level, with a variance between perception and practice of only 5.2%. There is a much lower percentage of alignment for the Advanced Level, with 81% of teachers reporting they perceive songs as useful at this level but only 69% actually using them in their classes. Table 8 also reveals the absence of alignment between practices and perceptions in the Elementary Level, as 70.6% “agree” or “strongly agree” that songs are useful for this level, while a much higher percentage, 91.4%, mention that they use songs. Such variations between teacher perceptions and practices indicate the presence of challenges in using songs with specified levels. These challenges have either negatively affected teacher perceptions, thus leading to a lower percentage of teachers who agree on the usefulness of songs as compared to the percentage of teachers who

actually use them, or negatively affected usage, thus resulting in a lower number of teachers who use songs in class despite positive perceptions.

Some of the challenges teachers face were cited in the interviews, for example Interviewee B mentioned that though s/he uses songs with elementary level, s/he feels that she becomes a translator. Interviewee B added, “I don’t like that. But Students need to feel the song so they need to know the meaning of every word in the lyrics. It’s not a text that they can use other skills to understand it.” It is obvious here that Interviewee B feels uncomfortable about techniques s/he is using when teaching songs to this level because it requires using additional competencies he/she is not comfortable with. This case demonstrates how the usage of songs (or unsuccessful usage) could lead to negative perceptions or to reduced usage, and highlights the need for teacher training on how to use songs to enhance AFL learning.

In regard to song usage for various proficiency levels Interview A mentioned, “For Elementary Level students, the focus would be on teaching them about culture aspects rather than language. However, it depends on the task. For they might be asked to extract numbers or the fruits names found in the song.” She added, “Regarding the more advanced levels, the focus on teaching language increases gradually. Students become able to learn more expressions and their usage, and this might be a homework that they are required to do. So in this stage, students are able to learn vocabulary and sentence structures.”

Table 8: *Comparison between answers of Q14 and Q17*

Comparison between agreement about usefulness of using songs vs. agreement on actual usage of songs at designated AFL proficiency levels				
	Usefulness of songs at designated levels (Q14)		Usage of songs at designated levels (Q17)	
	Count	Row N %	Count	Row N %
[Elementary level]	41	70.6%	53	91.4%
[Intermediate level]	50	86.2%	53	91.4%
[Advanced level]	47	81.0%	40	69.0%
[Superior level]	40	68.9%	22	37.9%

4.4.3 Usage of songs in regard to AFL class types and its alignment with teacher perceptions

Table 9 displays the results of Question 18 of the questionnaire, which addresses the actual usage of songs in various class types; out of the 58 teachers who use songs, 49 (84.5%) use them in MSA classes, 10 (17.2%) use them in Media Arabic classes, and only nine teachers (15.5%) use them in Writing classes.

Table 9: *Answers of Q18*

Do you use songs in your classes when teaching the following class types?						
	Yes		Not applicable (I don't teach this class)		No	
	Count	%	Count	%	Count	%
[MSA (Modern Standard Arabic)]	49	84.5%	3	5.2%	6	10.3%
[ECA (Egyptian colloquial Arabic) or other Colloquial Arabic class]	51	87.9%	7	12.1%	0	0.0%
[Listening and speaking]	46	79.3%	10	17.2%	2	3.4%
[Culture]	37	63.8%	15	25.9%	6	10.3%
[Media Arabic]	10	17.2%	16	27.6%	32	55.2%
[Writing]	9	15.5%	19	32.8%	30	51.7%
[Conversation]	32	55.2%	16	27.6%	10	17.2%

However, it is worth mentioning here that as shown in Table 9, 37 participants (63.8%) claim to use songs in Culture classes, though the actual number of participants who indicated in Question 11 in the questionnaire that they teach or used to teach Culture classes was only 34 (as shown in Table 10). One possible explanation for this discrepancy is that there was a misunderstanding similar to the case of the misunderstanding of Question 10, wherein participants responding to Question 11 did not understand that the question intended for teachers to indicate classes they had previously taught, even if they were not teaching them at the time of the questionnaire. Another explanation could be that respondents to Question 11 understood that a Culture class is one that only addresses culture (which is rare in AFL programs), while Question 18 was intended to mean using songs to teach culture within other class types (which is more common). Therefore the answers in regard to the Culture classes are considered unreliable.

Table 10: *Answers of Q11*

What course types in Arabic as a foreign language (AFL) are you currently teaching or have you previously taught?		
	Count	Row N %
[MSA (Modern Standard Arabic)]	62	93.9%
[ECA (Egyptian colloquial Arabic)or other Colloquial Arabic class]	56	84.8%
[Listening and speaking]	50	75.8%
[Culture]	34	51.5%
[Media Arabic]	46	69.7%
[Writing]	39	59.1%
[Conversation]	49	74.2%

A comparison of the results of Question 15, concerning perceptions on usefulness of songs in various class types, with the findings of Question 18 on actual usage, indicate a variance in level of alignment between teacher perceptions and practices at the mentioned classes , outlined below in Table 11. Classes like MSA, Colloquial Arabic, Media, and Writing show a reasonable level of alignment between teacher perceptions and actual usage of songs (difference does not exceed 10%). In some class types, however, the level of agreement on the usefulness of songs is higher than, and thus does not align with, the level of usage of songs; this is the case for Listening and Speaking classes, and Conversation classes which show a difference of more than 10%. Non-alignment indicates the presence of challenges in using songs with the designated class type. Thus in the case where the level of positive perceptions about usage of songs in a certain class type exceeds the level of agreement on actual usage, teachers may have been discouraged from using songs due to challenges of doing so. On the other hand, facing challenges with actually using songs could also result in negative teaching experiences, leading to negative perceptions/reduced agreement on benefit of using songs in class.

Table 11: *Comparison between answers of Q15 and Q18*

Comparison between agreement about usefulness of using songs vs. agreement on actual usage of songs at designated AFL class types				
	Usefulness of songs at designated class types (Q15)		Usage of songs at designated class types (Q 18)	
	Count	%	Count	%
[MSA (Modern Standard Arabic)]	46	79.3%	49	84.5%
[ECA (Egyptian colloquial Arabic) or other Colloquial Arabic class]	54	93.1%	51	87.9%
[Listening and speaking]	52	89.6%	46	79.3%
[Culture]	48	82.7%	37	63.8%
[Media Arabic]	8	13.7%	10	17.2%
[Writing]	6	10.3%	9	15.5%
[Conversation]	40	68.9%	32	55.2%

4.4.4 Types of activities in which songs are used

As mentioned previously, Question 20 of the questionnaire gathered data on the activities teachers use to teach songs; this was examined in greater depth through the questionnaire's open-ended question, Question 24, in addition to Questions 4 and 5 in the interview. The options for activities included in Question 20 are based on what Saricoban and Metin (2000) suggested as techniques that can be used with songs in the classroom, namely, gap fills or cloze texts, focus questions, true/false statements, arranging lines into the correct sequence, dictation, adding the final verse and discussion. The researcher also added 'sing along,' which is an activity that appeared in other research from the literature review. Mishan (2005) stated that 'sing along' is considered the most authentic activity to use with song, and the activity that has the strongest

impact on affect. Teachers were given the option to add other types of activities through the questionnaire's open-ended question, Question 24.

Table 12 below shows that out of 58 participants who use songs, the types of activities that they use songs the most with are:

- 1- Discussion: 47 responses (81%)
- 2- Focus or comprehension questions: 46 responses (79.3%)
- 3- Cloze/gap-fill activity: 46 responses (79.3%)
- 4- Sing along: 44 responses (75.9%)

The activities participants use the least are:

- 1- Dictation (full or partial text): 22 responses (37.9%)
- 2- Writing activity, e.g. composing an additional verse, writing a letter or writing an essay about the song's topic: 21 responses (36.2%)

Table 12: *Answers of Q20*

What activities - if any - do you use in the classroom when you use songs?		
	Count	Row N %
[True/false statements]	25	43.1%
[Focus or comprehension questions]	46	79.3%
[Ordering activity, i.e. putting verses, lines, parts of lines or words in order]	33	56.9%
[Cloze/gap-fill activity]	46	79.3%
[Dictation (full or partial text)]	22	37.9%
[Sing-along]	44	75.9%
[Writing activity, e.g. composing an additional verse, writing a letter or writing an essay about the song's topic]	21	36.2%
[Discussion]	47	81.0%

The same four activities that received the highest agreement in the questionnaire were favored by the participants in Tegge's questionnaire, with a slight change in their order as 'cloze/gap-fill' activities received the highest number of responses (74.6%), whereas 'discussion' received the highest number of responses in the current study. While dictation received the lowest number of responses (26.4%) in Tegge's study, in the current study the 'writing activity' received the lowest number of responses. These findings indicate that for teachers in both studies, discussion activities are among the most utilized activities for FL instruction. However, this contradicts what both studies found regarding the purposes for using songs, wherein subjects in both indicated that using songs to instigate spoken interaction (e.g. a class or pair discussion) is the purpose for which songs are used least (as per Table 3). On the other hand, the results of both studies regarding 'writing activities' reveal that the actual activities used match with purposes respondents mention for using songs, wherein they report low usage of writing

activities and low numbers identify writing as a purpose for using songs. Other studies - like Petrus (2012) - did show positive results for using songs to improve writing, but it should be noted that the number of participants in Petrus's study was only ten participants, which is much fewer than both the current and Tegge's studies.

In interviews and open-ended question, 'discussion' was the activity most cited by participants. For example, Participant 60 wrote, "Songs reflect culture and I like using them for running discussions." Participant 45 shared, "It makes the class more fun, open up new topics for discussion, break the ice, and introduce different ways for pronunciation." In interviews, Interviewee E described a discussion activity for a song in an AFL class, (The Pharmacy¹³) is a song by Mahmoud Elessily that is talking about the pharmacy as a metaphor for how people in Egypt are suffering in the society itself, and how they are living, and how they are taking certain types of medicine as a metaphor too in order to overcome such changes, and it is talking about the negative side of the society and the country. We discuss about the problems mentioned in this song and compare it to the problems in students' countries."

The other activities that received higher responses in the questionnaire (sing along, fill gaps, and focus/comprehension questions) were scarcely mentioned by the interviewees. Interviewee A mentioned focus or comprehension questions, stating, "Students elicit the meaning of words rather than translate them. Then, they directly process the words and become productive by moving to the speaking stage and using the stock of words they have learnt." Interviewee C mentioned cloze/gap-fill activities, stating, "Songs are an effective tool in teaching grammatical rules that elementary students might find hard, such as the active participle and the verb tenses,

¹³ الاجزاخانة

and in activities like filling in the gaps.” As for ‘sing along,’ Interviewee B said, “I see that for elementary levels, songs can be used so that students try singing them, get introduced to the music, atmosphere changing and memorize some vocabulary.”

Furthermore, Interviewee B mentioned that in the institute where she works, they have supplementary materials developed by the teachers that use songs, as they had suggested these be used in addition to other activities covered in the course syllabus. She added that, “We have prepared tasks for many songs such as fill in gaps, teaching vocabulary. A new activity we designed which is giving the lyrics to the students with all the words attached to each other and asking the students to listen and detach the words.”

4.4.5 Non-Users of Songs

Non-users of songs refer here to teachers who responded to Question 16 indicating that they don’t use songs in their classes. Data regarding non-users was collected via two sources, firstly teacher responses to the questionnaire, namely Questions 13, 14, and 15, addressing perception, Question 23, and Question 24, the open-ended question. The second source is the interviews, namely the first question that explored their reasons for not using songs.

Table 4 outlines response to Question 16, showing that only eight out of 66 participants (12.1%) responded that they don’t use songs. Their responses to Questions 13,14, and 15, demonstrate an interesting point—of the eight non-users, three (37.5%) disagree with the usefulness of songs for fostering language acquisition, while four of them (50%) were neutral, and only one (12.1%) agrees that songs are useful. Further nuance in the perceptions of these

eight non-users was observed in other survey questions, as some hold positive perceptions regarding the usefulness of songs for particular proficiency levels, wherein seven of them or 87.5% “agree” or “strongly agree” on their usefulness for Advanced and Superior levels; regarding particular class types, seven of them or 87.5% “agree” or “strongly agree” on their usefulness for Colloquial classes, while five of them or 62.5% agree to their usefulness for Listening and Culture classes.

In order for the researcher to clarify the reasons for not using songs, any participant who answered that he/she doesn’t use songs was directed automatically to Question 23 of the questionnaire, which asked for the reasons for not using songs. They were also given the option to add additional reasons for not using songs in the open-ended question of the questionnaire. Further information was collected via interviews with non-users.

Table 13 shows that out of eight participants who do not use songs, the reasons that received the highest number of “yes” responses were:

- 1- Using songs means spending too much time on too little learning outcome: 7 responses (87.5%)
- 2- I can't find any suitable songs and I can't fit songs in with the official curriculum: 5 responses (62.5%)
- 3- I don't think songs are useful for language learning in the classroom: 4 responses (50%)

Table 13: *Answers of Q23*

Why don't you use songs in your classes?		
	Count	Row N %
[I can't find any suitable songs.]	5	62.5%
[I don't have the necessary technical equipment.]	0	0.0%
[The technical equipment is unreliable.]	0	0.0%
[I don't think songs are useful for language learning in the classroom.]	4	50.0%
[I can't fit songs in with the official curriculum.]	5	62.5%
[I tried using songs but my students did not respond well.]	3	37.5%
[Using songs means spending too much time on too little learning outcome.]	7	87.5%
[Using Songs conflicts with my religious and cultural beliefs]	0	0.0%

These results are different from the ones received in Tegge's study, where 38.6% of the participants in her study declared that 'fitting the songs in with the official curriculum' was the main reason for not using songs in FL classes. Regarding similarities in the results of the two studies, participants in both studies didn't consider 'technical equipment' a reason for not using songs in FL classes.

The researcher gathered more in depth explanations about why some of the participants do not use songs in AFL classes from the open-ended question and interviews. Participant 39 mentioned that she doesn't use songs because it is very difficult to find any suitable for the Elementary Level that also fit in with the MSA teaching. However, she explained that she does

use them in other contexts, sharing, “I sometimes use them while teaching Moroccan Arabic, even with beginners (they fit better in dialect teaching contexts).” Participant 29 wrote, “For a learning purpose; I don't actually recommend using songs in the classrooms before the advanced level, but it might be a good part of students’ activities included in the whole program.”

The researcher interviewed two of the participants who answered that they don't use songs in order to explore their perceptions and practices. Both explained in detail their reasons for not using songs. Interviewee D mentioned, “I think music might not be useful in the learning process because it may distract the student. Moreover, I think music is the hardest tool to use in the learning process because some parts are long and others are merged to maintain the rhythm and rhyme. Moreover, songs might be too fast e.g. pop song, which renders them too hard to follow and understand the meaning of the words.” Interviewee E said, “I do not prefer to use the songs much because sometimes they might distract the student from understanding the information I try to communicate.” He also shared that he doesn't think that there are many Egyptian songs that reflect the cultural context, wherein most songs are love songs. He also noted that songs that do display cultural context, such as Sufi songs that display oriental cultural values, might not be understood even by many native Arabic speakers, and thus would be difficult for AFL students.

It is important to note that both interviewees mentioned that they have used songs previously despite their mentioning that they are against using them. Interviewee E stated, “I use cartoon movies intro songs, which are in Colloquial Arabic. That is because cartoon movies focus on the visual aspects and for the purpose of comprehension, rather than grammatical rules.” Interviewee D mentioned that she used songs in MSA classes and for Advanced Level students by making

them study the lyrics first before listening to the song. Nevertheless she added, “However, it happened once that I used Wael Gassaar’s song ‘You are Gone’¹⁴ with Elementary Level students. Initially, they found it a bit hard to understand the meaning. However, the melody helped them deduce it was a melancholic song. Sometimes, I asked them to guess the meaning. They could not understand it totally, but they were able to guess the meaning of most words.”

It is also interesting to note that Participant 62, who indicated that he uses songs, is one of the three participants who disagreed on considering songs useful in AFL class for fostering language acquisition. He wrote in the open-ended question that, “I prefer to use songs as vignettes that preview relevant new vocabulary and cultural aspects as students walk into the classroom. I don't like them as an actual class activity because I prefer other activities that require more student production in the interpersonal mode of communication.” Moreover, Interviewee F who answered that she uses songs in AFL classes mentioned in the interview that she rarely uses songs during her classes. Nevertheless, she mentioned that if she is going to teach songs again, she might not use them in the same way she used them before, explaining, “This is part of being a teacher actually, that you always reflect on what you do and you redesign, redevelop what you have done before.”

Thus, further information about the reasons for not using songs gathered via Question 23 of the questionnaire and interview questions, demonstrates that challenges to using songs affected the perceptions and practice of using songs in AFL classes. Some participants shared they prefer not to use songs and some have developed a negative perception of their usefulness. These

¹⁴ مشيت خلاص

findings will be discussed in more detail in the section covering the fifth research question, regarding the challenges of using songs in AFL classes

4.5 Results addressing the fourth research question

4- What are the demographic features of AFL teachers who use songs for fostering AFL acquisition versus those who don't?

The questionnaire included a complete section consisting of 12 questions to explore the demographic features of the participants in order to identify whether there is any alignment (negative or positive) between aspects examined in the research (perceptions about usage of songs, purposes of their usage, types of classes, proficiency levels, and types of activities used with songs) and demographic features. Although Rose (2016) explored the demographic features of teachers participating in her study, she didn't compare between these features and the answers of respondents to questions related to their perceptions and practices of using songs in F/SL classes. In fact no other study to the researcher's knowledge has attempted to do this.

Tables 14 and 15 below show the main demographic features of the participants assessed in the questionnaire. Table 14 below shows that 69.7% of participants in this study are female.

Table 14: *Gender of the participants (Q2)*

	Frequency	Percent
Female	46	69.7%
Male	20	30.3%
Total	66	100%

As for participants' age, the Table 15 displays the exact ages of all participants, as well as the distribution of participants within two age-based classifications, “participants younger than 40 years” (50%) and “participants older than 40 years” (50%).

Table 15: *Age of the participants (Q3)*

	count	%		count	
21 - 30	9	13.6%	Younger than 40	33	50%
31 - 40	24	36.4%			
41 - 50	18	27.3%	Older than 40 years	33	50%
51 - 60	13	19.7%			
61 - 70	2	3%			
Total	66	100%		66	100%

When viewing participants through the lens of this age classification, a relationship emerges between participant age and certain tendencies related to the usage of songs. Participants in each classification, ‘younger than 40’ and ‘older than 40,’ have different responses to three issues: their perceptions of the usefulness of using songs in AFL classes, the purposes of using songs in AFL classes and the activities they use with songs in class.

Regarding the perceived usefulness of songs, it is apparent in Table 16 below that all participants who are ‘older than 40 years’ “agree” or “strongly agree” that songs are useful for fostering language acquisition (i.e. 100% agreement), unlike the participants who are ‘younger than 40 years,’ for whom total agreement is clearly less (78%). This is interesting since it is generally hypothesized that younger teachers are more likely to use less conventional pedagogical tools like songs. A possible explanation is that younger teachers tend to use different sources from social network sites such as Facebook videos or posts as a material for their classes to foster language and culture, thus the window for using songs becomes narrower.

Table 16: Comparison between answers of Q13 and Q3

What is your opinion on the following sentence? "Songs are a useful tool in Arabic as a foreign language (AFL) classroom to foster language acquisition."				
		21 – 40 years	41 – 70 years	Total
Strongly agree	Count	16	25	41
	% within age	48.5%	75.8%	62.1%
Agree	Count	10	8	18
	% within age	30.3%	24.2%	27.3%
Neutral	Count	4	0	4
	% within age	12.1%	0.0%	6.1%
Disagree	Count	3	0	3
	% within age	9.1%	0.0%	4.5%
Total	Count	33	33	66
	% within age	100.0%	100.0%	100.0%

As for the purposes, the data in Table 17 shows that most purposes included in the questionnaire are used by a higher percentage of teachers from the ‘older than 40 years’ group than the ‘under 40 years’ group. This indicates that the former group is using songs for a wider variety of purposes compared to the latter. More specifically, a higher percentage of teachers over 40 relative to those below 40 tend to use songs to: reduce students affective filter (‘creating a relaxing atmosphere,’ ‘giving students the opportunity to produce language without feeling observed’), enhance learner’s language skills whether receptive (listening) or productive (speaking & prompt for discussion), and to introduce new language forms (vocabulary and grammar). This result, together with the lower percentage of teachers below 40 indicating that they use songs, would suggest that this age group is more reserved when it comes to using songs.

Table 17: *Comparison between answers of Q19 and Q3*

The purposes of using songs in AFL classes (Q19) related to participants age (Q3)				
	21 – 40 year old		41 – 70 years old	
	Count	%	Count	%
[To create a relaxing atmosphere]	18	66.7%	24	77.4%
[To motivate students with an enjoyable activity]	25	92.6%	29	93.5%
[To give students the opportunity to produce language without feeling observed]	17	63.0%	24	77.4%
[To teach authentic language and culture]	25	92.6%	28	90.3%
[To practice listening comprehension]	21	77.8%	30	96.8%
[To practice fluency in speaking i.e. producing spoken language]	16	59.3%	25	80.6%
[To teach pronunciation and prosody]	17	63.0%	26	83.9%
[To introduce new vocabulary]	18	66.7%	27	87.1%
[To practice familiar vocabulary]	25	92.6%	30	96.8%
[To teach multi-word units, i.e. idioms and phrasal language]	22	81.5%	26	83.9%
[To introduce new or practice familiar grammatical items]	19	70.4%	25	80.6%
[As a prompt for spoken interaction, e.g. a class or pair discussion]	11	40.7%	19	61.3%
[As a prompt for a writing assignment, e.g. an essay, poem or letter]	7	25.9%	11	35.5%
[To accommodate different learning styles, e.g. auditory, kin-aesthetic and musical learning styles]	20	74.1%	22	71.0%
[To enhance cultural awareness and intercultural competence]	25	92.6%	28	90.3%
[To enhance vocabulary acquisition]	22	81.5%	30	96.8%

Table 18 also shows that most activities included in the questionnaire are used by a higher percentage of teachers from the ‘older than 40 years’ age group than those in the ‘younger than 40 years’ age group. This is especially clear in activities such as (marked in red in the table below), ‘true/false statements,’ ‘focus or comprehension questions,’ ‘ordering activities,’ ‘writing

activities,’ and ‘discussion.’ This indicates that teachers belonging to this age group are using a wider variety of activities compared to the ‘younger than 40 years’ age group. This again strengthens the observation on the reserved nature of the latter group when it comes to using songs. However, more research needs to be done to verify that the latter are in fact more reserved.

Table 18: *Comparison between answers of Q20 and Q3*

The usage of activities with songs in AFL classes (Q20) related to participants age (Q3)				
	21 – 40 years old		41 – 70 years old	
	Count	%	Count	%
[True/false statements]	8	29.6%	17	54.8%
[Focus or comprehension questions]	18	66.7%	28	90.3%
[Ordering activity, i.e. putting verses, lines, parts of lines or words in order]	12	44.4%	21	67.7%
[Cloze/gap-fill activity]	20	74.1%	26	83.9%
[Dictation (full or partial text)]	9	33.3%	13	41.9%
[Sing-along]	21	77.8%	23	74.2%
[Writing activity, e.g. composing an additional verse, writing a letter or writing an essay about the song's topic]	8	29.6%	13	41.9%
[Discussion]	20	74.1%	27	87.1%

The difference between teachers older than 40 and those under 40 is most clear (over 20% difference) when it comes to use of activities that focus on student comprehension of songs like true/false statements, and comprehension questions. Teachers older than 40, however, also

heavily use ordering activities that highlight close listening rather than comprehension. There is also a difference (over 10%), though less significant, in regards to using songs for creative purposes like ‘composing an additional verse’ or ‘discussion.’ On the other hand, the difference between both groups in usage of songs is less, indicating a higher level of similarity, in regards to activities that highlight language form and text replication like ‘cloze/gap-fill activities,’ and ‘dictation.’ Thus generally speaking it would seem that teachers older than 40 seem to differ from those under 40 in their interest in meaning-oriented activities when using songs. Difference between both groups gets smaller when it comes to the form and accuracy of listening-oriented activities. The researcher did not consider prior to the research that age would be a distinguishing feature, having a greater effect on perception and practice than all other features.

Finally, data collected on additional demographic features show that there is a clear difference between the number of participants working in institutions or self-employed in favor of those who work in a university, a tertiary college, or a polytechnic. Participants represent multiple nationalities and work in many countries but Egyptians participants are a clear majority as are participants who work in Egypt. A slight majority, 59.1% of participants, has less than ten years of experience in teaching AFL, while 40.9% have more than ten years. However, these findings are not likely to affect the perceptions or the practices of using songs in AFL classes. Therefore, such findings don’t match the researcher’s hypothesis that these features would affect AFL teachers’ perceptions and practices with using songs in classes.

4.6 Results addressing the fifth research question

5- What are the challenges that AFL teachers face when using songs as a pedagogical tool?

Question 22 as well as the open-ended question of the questionnaire provide insight into the fifth research question; Questions 6 to 8 from the interview explore the issue more in depth.

Table 19 below shows that out of 58 participants who use songs, the challenges that received the highest number of “yes” responses are:

- 1- To find a suitable song: 29 responses (50%)
- 2- Learners do not like to sing: 19 responses (32.8 %)
- 3- Too time consuming: 15 responses (25.9%)
- 4- Learners do not consider songs to be adequate for effective learning: 14 responses (24.1%)

The challenges that received the lowest numbers of responses are:

- 1- To have the appropriate equipment: 5 responses (8.6%)
- 2- The equipment is unreliable: 8 responses (13.8 %)

Table 19: *Challenges that face participants in teaching songs in AFL class (Q22)*

	Count	Row N %
[I cannot find a suitable songs]	29	50.0%
[We do not have the appropriate equipment]	5	8.6%
[The equipment is unreliable]	8	13.8%
[The noise bothers other classes/teachers]	13	22.4%
[The use of songs conflicts with the curriculum]	9	15.5%
[Too much time-consuming]	15	25.9%
[Problems with learner-discipline]	9	15.5%
[The learners do not like to sing]	19	32.8%
[The learners do not consider songs to be adequate for effective learning]	14	24.1%

Most of the same challenges were selected by the participants in Tegge’s questionnaire, except for ‘the noise bothers other classes/teachers,’ which received more “yes” responses than ‘the learners do not consider songs to be adequate for effective learning;’ similarly, the challenge “problems with learner-discipline” received the lowest number of responses in Tegge’s study unlike the current study in which ‘we do not have the appropriate equipment’ received the lowest numbers. These findings indicate that the primary challenges FL teachers face are related to finding suitable songs and learners’ perceptions of songs.

Qualitative data gathered from open-ended questions and interviews also revealed some interesting information about the topics discussed in the previous section. Interview subjects identified finding suitable or appropriate songs as the main challenge teachers face in using songs in AFL classes. Appropriateness here refers to song’s language, pace, lyrics, and even the appropriateness/suitability of the genre. For example, Participant 3 highlights the challenge of finding a song with the right pace for students, noting, “A challenge my students face with songs

is that sometimes it's too fast or the audio isn't clear;" Participant 9 mentioned, "The most challenging thing in using songs is to find a suitable song according to proficiency level."

Participant 39 wrote, "I am not using songs because it is very difficult to find any suitable song for elementary level which also fits in MSA teaching."

Similarly, Interviewee A highlights the difficulty of finding lyrics suitable for learners' proficiency level, stating, "There would be some challenges in the selection of songs that suit the levels of students regarding vocabulary, idiomatic expressions, the simplicity of the structure, the metaphorical use of language, the language speed." Interviewee B highlighted the difficulty of teaching songs as a genre. Interviewee B mentioned that, "I feel when I teach songs for elementary level that I become a translator. I don't like that. But Students need to feel the song so they need to know the meaning of every word in the lyrics. It's not a text that they can use other skills to understand it."

Similarly, Participant 63 also noted the difficulty of translating for students, "The challenge lies in translating certain expressions from colloquial Arabic into English or any other language, hence one loses the beauty of its original meaning and usage. The best thing to encourage students to learn the expressions in Arabic, then explain the cultural context to facilitate comprehension and learning." Interviewee F also alluded to this challenge as, "The hidden messages in songs that sometimes the students didn't understand them and I need to explain them to the students."

The suitability of the song genre or type of song is another dimension of the challenge of finding the appropriate song. It is an aspect that appeared when interviewees were asked about Arabic songs that shouldn't be used in AFL classes. Interviewees E and F do not think love songs as a genre are effective in the learning process. Interviewee F elaborated, "It is nice to hear love songs of Amr Diab or Nancy Agram but – educationally speaking - students will not use the vocabulary of these songs in their daily life. Because most of these songs are about someone who left another one and what he/she will do about it? How many students in this class who have a girl/boyfriend who left him/ her? And what they are going to do?" As for Interviewee E, love songs can be considered effective only if they tell a story.

Finding songs with up to date vocabulary that students can use is another challenge when choosing a song genre. Classical songs, for example, were considered ineffective by some interviewees. Interviewee A stated, "I find it really hard to use classical songs – sung by Om Kolthoum¹⁵ as an example – due to the old vocabulary that is not up-to-date;" Interviewee C reiterated this point, noting that, songs – whether colloquial or standard – can be an effective tool, especially when they are up-to-date. Choosing old songs like "I no longer love you"¹⁶ by Warda¹⁷ might be an awkward choice for young students.

The view that some genres are appropriate for using in class could be a challenge if learners want to be familiarized with that genre. For example "el mahraganaat"¹⁸ is an Egyptian music genre that appeared only recently, with similarities to American rap songs and French tectonic

¹⁵ أم كلثوم

¹⁶ حرمت أحبك

¹⁷ وردة

¹⁸ "المهرجانات"

dance songs. Some participants find this genre inappropriate for use in AFL classes; Interviewee D mentioned that songs in this genre may include sexual connotations, whereas Interviewee A noted the “vulgar slang found in them.” This is consistent with what Interviewee B shared, that using specific songs such as “the flip flop is lost¹⁹” are forbidden by her institute due to the belief that they include inappropriate connotations and vulgar words; however, Interviewee B disagrees with this policy, arguing, “I would teach it in a tutorial class, I am not sure if the student need to learn this slang or not, but if it is necessary for the students to learn then I would teach it.” She notes that the existence of a gap, “The big difference between the song I choose to teach and the song that the student chooses to learn by him/herself.”

Interviewee C described a unique experience in which she tackled the issue of the controversial “mahraganat” genre using a different approach with a group of students from Edinburgh University who were visiting Egypt to learn about Arabic media and its multiple influences. The students were given a one-week assignment to explore Arabic songs and genres. Through their research, they discovered ‘el mahraganat’ songs and underground bands such as Cairokee²⁰, as well as non-Egyptian bands like “Laila’s project²¹”. These songs helped them not only study Arabic, but also know more about the taboos, cultural context and political scene in Egypt. The Cairokee song ‘The Dinosaur²²’ is a prominent example of this. Even when they attended Cairokee’s concert at Cairo Festival Mall, they were aware of what they were listening to. This experience matches what Claerr and Gargan (1984) argued, namely that, “The language teacher can take advantage of the cultural content of songs by doing some of the following: [...]

¹⁹ الشيشب ضاع

²⁰ كايروكي

²¹ "مشروع ليلي"

²² الديناصور

discuss songs with cultural flavor, present a variety of music types, and discuss instruments, harmony, and composition” (Claerr & Gargan, 1984, p.2). Moreover, Failoni (1993) added, “a less obvious feature of music is its style, which reflects culture in the choice of instruments, singing style, organization of pitches (melody and harmony), rhythm, and form [...] An introduction to various musical styles can provide the global focus necessary in the foreign language classroom” (Failoni, 1993, p.103).

The second main challenge identified by participants is the time spent searching for and preparing the song. Participant 33 wrote in the open-ended question of the questionnaire that, “The preparation of using the song is time consuming in order to find the proper song to use in class and in order to prepare the related activities and exercises.” Participant 53 also mentioned the same point as a challenge she faces. Another dimension of time consumption is related to time consumed using the song in class; as Interviewee B described it, “Songs includes too much vocabulary that takes from class time to explain them to the students in order to understand and feel the song.”

The third challenge identified by participants is the learner’s opinion of using songs as a tool or of particular songs used. Participant 32 wrote, “Some students find usage of songs in classroom a fun and enjoyable activity, and some don't, and sometimes resist participating in any song-related activities.” Or as Interviewee C stated, “the teacher have to bear in mind that songs should have a particular purpose, even when they are used for entertainment or breaking the routine. This purpose should be clear to the students. It happened previously that some students

complained that some instructors were using songs too much in the class, and thus wasting time.”

This challenge particularly represents the importance of learners’ needs as a variable that affects the ability to use songs in FL classes effectively. Interviewee C noted, “The teacher has to be objective while selecting the songs, in the sense that he is not supposed to impose his taste on his students by only playing his favorite song.” Moreover as Interviewee B mentioned, “Sometimes I don’t use the songs for a particular purpose except that the students want to listen to it and memorize it.” Participant 37 wrote in the open-ended question that one of the purposes of using songs is, “To improve the relationship between the teacher and the students and make them feel more comfortable in class encouraging them to use the language even if they do not feel sure about it.”

Bjorklund (2002) addressed the challenge of students holding negative opinions towards using songs. He asked 26 instructors who had used music in the classroom how their students responded. The large majority, 88%, reported their students gave positive responses to using music in the classroom, while only one instructor reported negative responses. One instructor who reported positive responses from students also noted a criticism that some men feel music and games are ‘childish’ but most like them. The one instructor who reported only negative responses cited that the student(s) found music disruptive. Thus it would seem that though student opinions and responses could be a challenge to using songs in AFL classes as indicated by some interviewees in this study, the research examined in this study seems to indicate that this challenge is not very significant.

On the other hand, new technology facilitates the usage of songs in SL classes; there is no need for big cassettes and huge speakers as equipment for using songs like in previous decades. It is easy now to play songs with smaller speakers with higher capacity and use them with a laptop or class computer, if available. Accordingly, most AFL teachers in this study didn't consider the equipment availability and reliability in class as a challenge.

Finally, participants mentioned additional challenges such as the absence of supportive resources, as described by Participant 13, "A challenge: As I know, there is no Arabic songs database to search for specific vocabulary or structures." Participant 23 identified another challenge with the content, "the cultural miss-understanding or conflict might be a problem (for example to feel comfortable with his lover as she is his mother²³), for western culture it doesn't make sense to have a son mother feelings between lovers." Participant 32 also noted, "Addressing the beloved in 99% of Egyptian songs in the "he" form, gives the students a false impression that the song is of a "gay type", despite my explanation."

The quantitative and qualitative data regarding the challenges AFL teachers face in using songs indicates that the challenges center around two particular factors, the first of which is finding suitable songs as there isn't Arabic song database or corpus that can be a resource for supporting teachers to find these songs. This finding matches with what Sevik (2011) found, that the main challenges participants in his study face are that teachers find it difficult to find appropriate songs. Therefore, Sevik identified a need for song materials and in-service training to be provided to teachers in order to benefit from them while using songs in their classes.

²³ على راحتى معاكى وكانك امى

The second challenge that the qualitative and quantitative data reveal is related to the learners and their attitude and perceptions regarding the usage of songs in AFL classes, which requires further study. “One obvious way to avoid wasting this emotive potential where a language focus desired, is to use songs that the learners like - in fact, to use the learners’ choice of songs as much as possible” (Murphey, 1992, p.14). These songs will have some significance for the learners and will therefore prove more productive in terms of discussion and analysis than songs that reflect the teacher’s (or resource book writer’s) tastes (Mishan, 2005, p.200).

Nevertheless the qualitative data shows that participants are aware of the songs that they should or shouldn’t use in class; their answers concur with the difficulties in choosing songs for FL classes that Terhune (1997, p. 8) identified in his study, namely:

1. Pop songs are not scientific. Therefore, some teachers and students do not think that they are effective tools in education.
2. As each student has a different way of learning, some students may have difficulty in studying through music.
3. Inefficient sound systems in schools may cause problems while listening to songs.
4. The types of music favored by students may not be matching with each other.
5. Songs which are not grammatical or those involving complicated sentence structures may confuse students.
6. In some songs, there may be embarrassing parts which cannot be explained to students.
7. Repetition of a limited number of words may cause the song to seem boring or ineffective.

Moreover, Griffiee (1992) lists additional elements to be considered while choosing a song to be used in FL class such as classroom environment (number, age and interests of students; lesson hours), teacher (teacher's age, interest in music and aim to use the song in the class), classroom facilities (flexibility in lesson plan, classroom equipment) and finally music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc.).

Chapter 5: Conclusion

5.1 Introduction

This chapter displays the general picture that could be noted from the main findings of the study, and presents the pedagogical implications, the limitations and the delimitations of the study, and finally the conclusion in addition to further research.

5.2 Main findings of the study

This study paves the way for research on the usage of songs as one of the important audio-visual materials in the AFL field and classes through exploring teacher perceptions and practices. The importance of teacher perceptions regarding usage of various pedagogical tools has been emphasized by researchers like Edwards (1997), Bjorklund (2002), Sevik (2011), Petrus (2012), Tegge (2015), Rose (2016), Almutairi and Shukri (2016), Hamed (2017), and Lu (2017). Responses to the questionnaire and interview questions show that AFL teachers perceive that songs are a useful tool to foster language acquisition, particularly those teachers belonging to the ‘older than 40’ age group (their was unanimous agreement with the usefulness of using songs in AFL class). Participants also agreed that songs are useful for all proficiency levels in AFL.

A clear majority of participants also agree that songs as a pedagogical tool are useful for all AFL class types except Writing and Media Arabic classes. All these findings match the researchers’ hypotheses. However, the practices of the participants don’t align with their perceptions of the use of songs with the Elementary Level or with class types such as

Conversation or Listening/Speaking classes because of the presence of challenges in using songs within these contexts that have negatively affected teacher usage.

There are many purposes for using songs in AFL classes, but the most popular among them according to the participants' responses to both the questionnaire and the interview questions are to motivate students with an enjoyable activity, to teach authentic language and culture, to enhance cultural awareness and intercultural competence, to practice familiar vocabulary, to enhance vocabulary acquisition, and to introduce new or practice familiar grammatical items respectively. The least popular on the other hand, was using songs as a prompt for a writing assignment, e.g. an essay, poem or letter (31%). The last finding aligns with participants' negative perceptions in regard to the usefulness of using songs in Writing classes. It therefore appears that neither participants' perceptions nor their practices reflect that songs are a useful material to generate written output in AFL classes.

In relation to the purpose of using songs in various proficiency levels, results indicate that the main purpose for which participants tend to use songs with all proficiency levels is as an enjoyable activity to motivate students. The other purposes were more related to focusing on linguistic features such as enhancing vocabulary acquisition (89.7% agreement), practicing familiar vocabulary (94.8% agreement), in addition to teaching or practicing grammatical rules (75.9% agreement), and highlighting cultural aspects (91.4% agreement) like authentic language, enhancing cultural awareness, and intercultural competence. Some teachers indicated that their purpose was just to let the students listen to songs and/or sing along for fun (sing along received 75.9% agreement).

However, it seems from the results of questions probing teacher practices that their use of songs as a pedagogical tool does not always align with their perceptions. For example, in some cases teacher responses indicated they did not use songs as often as their highly positive perceptions would suggest. In other cases, however, teachers' level of agreement on usage of this pedagogical tool in their classes was higher than their level of agreement on its positive effect when used (i.e. positive perceptions were lower than teacher usage of songs). Analysis of the interviews revealed that this last finding may be a result of negative teaching experiences when using songs that evoked negative perceptions (or reduced positive perceptions) regarding the usefulness of songs, especially in relation to particular proficiency levels such as the Elementary Level, or particular AFL class types such as Conversation and Listening/Speaking classes.

Another reason for the non-alignment between perceptions and practices is the challenges that participants face with choosing the song or using it in class, leading to reduced usage despite holding positive perceptions of the use of songs. In fact, finding suitable songs is one of the main challenges – as indicated by teachers in interviews and the questionnaire - because there are many interfering factors that make the selection of songs to be used in AFL classes a very difficult process. For example, the song should be suitable for the proficiency level of the students and match their needs. Teachers should also consider student perceptions about using songs in class, and the purpose of using songs should be clear for both the teacher and the students. Clear purposes will help teachers avoid a significant potential challenge, namely that some students do not consider songs to be adequate for effective learning, and consequently they will be against using them in class (unless the purpose is made clear to them).

Another challenge is related to song lyrics, which should be clear and full of linguistic forms and/or vocabulary targeted within the class. This will help teachers avoid yet another challenge that they face in using songs: that they are too time consuming to prepare or explain in class. Additionally, according to the AFL teachers that participated in this study, it is better to avoid or at least be cautious with using particular genres of Arabic songs, such as classical songs in which the lyrics may contain outdated vocabulary, love songs in which the vocabulary don't match vocabulary needed in everyday life, and "el mahraganat," which contain vulgar vocabulary and sexual connotations. This does not negate the fact, however, that this last genre can be studied as a musical phenomenon that exists in the contemporary culture alongside other genres like underground music (i.e. not as a source of vocabulary and expressions).

The main reasons for not using songs in AFL classes according to the participants who don't use songs are that using songs means spending too much time on too minimal a learning outcome. This relates to the aforementioned challenges; namely, finding suitable songs and fitting them into the official curriculum. Nevertheless it is interesting to note that participants who indicated that they don't use songs due to challenges related to their usage, have actually used songs in their classes. However, they still feel uncomfortable using them because of their perceptions or previous teaching experiences.

It appears from the findings that participants tend to focus more on the cultural features of songs rather than linguistic features, by either introducing them as authentic material that reflects the target culture, highlighting particular cultural aspects that are mentioned in the song, using

songs that tackle political or social issues of the target language's society while comparing these issues to students' cultures , or exploring specific genres popular with the people who speak the target language, as a reflection of their social and cultural background. This finding asserts what Hamed (2017) found in his study that AFL teachers use authentic audio-visual materials including songs to a considerable degree in order to raise cultural awareness.

As for the linguistic features of songs, it appears from the questionnaire and interview results that participants tend to use songs for reviewing previously covered vocabulary and grammatical rules, not as a source of input for teaching new language features. They do this using activities such as cloze/gap-fill activities which are heavily used by teachers in this study as well as studies like Tegge's, in which she indicates that they are, "the most overused activity for the detailed task stage of a lesson based on a song" (Tegge, 2015, p.96). Although using songs as a prompt for spoken interaction (e.g. a class or pair discussion) received 51.7% of participants' responses in the questionnaire, discussion (which is a form of spoken interaction) reflected the highest level of agreement when compared to other types of activities. Using songs to initiate discussion was also frequently mentioned by the participants in the open-ended question and in the interviews. Moreover, discussion is used by participants as an activity for teaching culture and enhancing cultural awareness. Such purposes received a high level of agreement, with 91.4% of participants' selecting 'teaching culture and authentic language' and also 'enhancing cultural awareness and intercultural competence.'

Finally, there isn't a particular demographic feature that distinguishes users/non-users of songs in AFL classes which contradicts the researcher's hypothesis that there would be particular

features that distinguish users from non-users. Nonetheless the age factor prevailed as possible distinguishing feature among users. It appears that AFL teachers older than 40 years old tend to use songs more than younger teachers, and for a wider variety of purposes (reducing the affective filter, and enhancing learners' skills, both receptive and productive). Older teachers also tend to use a wider variety of activity types with songs (particularly meaning-oriented activities).

5.3 Pedagogical implications

This study has highlighted several features that need to be taken into account when/if using songs:

Firstly: At the field level, there is a need for a database or corpora for Arabic songs that should be developed and updated by AFL teachers addressing both MSA and colloquial Arabic dialects as a resource for use in AFL classes. Though there are online projects for using Arabic listening materials and songs, such as the one developed by Nadia Alhussain in 2009, or Rajaa Aquil in 2012, these projects are not accessible to most teachers since they are only accessible to teachers in specific institutions and/or their developers. In fact, interviewees in this study have cited examples of songs highly suitable for AFL classes and which could be included as key songs to establish such a database, such as:

- 1- To promote cultural awareness, participants have suggested songs like,
 - (It has something special²⁴) by Riham Abdel Hakim²⁵, as the lyrics of the song cover many aspects of Egyptian culture such as food, social traditions, etc.

²⁴ "فيها حاجة حلوة"

- (My Beloved Egypt²⁶) by Mohamed Hamaki²⁷, as the lyrics list the names of many famous Egyptian figures (actors, singers, etc.), representing an aspect of Egyptian culture
- (The Pharmacy²⁸) by Mahmoud Elessily²⁹, as the song presents a metaphor for the contemporary challenges faced by Egyptian society

2- For grammatical purposes participants have suggested songs like,

- (Do You Know?³⁰) by Aly Elhaggar³¹, to practice the active participle in Egyptian Colloquial Arabic (ECA)
- (Sometimes I Long³²) by Mohamed Fouad³³, to practice the present tense in Egyptian Colloquial Arabic (ECA)
- (Before I Sleep³⁴) by Abou Elleef³⁵, to practice the rule (before + verb)
- (I Love You³⁶) by Abdelhalim Hafez³⁷, to practice the use of object pronouns

3- For MSA classes, participants have suggested songs like

- (Do you have a doubt?³⁸) by Kazim Elsaheer³⁹, to practice case-endings

²⁵ ربهام عبد الحكيم

²⁶ "مصر حبيبتي"

²⁷ محمد حماقي

²⁸ "الاجز اخانة"

²⁹ محمود العسيلي

³⁰ "عارفة؟"

³¹ علي الحجار

³² "ساعات باشتاق"

³³ محمد فؤاد

³⁴ "قبل ما أنام"

³⁵ أبو الليف

³⁶ "أهواك"

³⁷ عبد الحليم حافظ

³⁸ "هل عندك شك؟"

³⁹ كاظم الساهر

Secondly: Also at the field level there is a need to prepare a database of activities for AFL teachers to use along with songs. There have been some attempts to do so, as mentioned previously, with Osama Bahaa-Eddin's two books "A Sweet Word"⁴⁰ and "The music of Words"⁴¹ that include songs in MSA and ECA along with activities to practice particular vocabulary or grammatical rules. This book is considered an initial attempt, but more materials and books which can be used as a resource for AFL teaching are needed.

Thirdly: Teacher responses indicate the need for assistance in identifying the most effective practices for using songs in their classes. Though Rose's (2016) study indicates a lack of extensive teacher training does not necessarily prevent someone from using music in their teaching; nevertheless, this does not mean teachers are achieving successful usage that satisfies both teacher and student needs. Thus workshops should be provided by experienced AFL teachers to train newer teachers on how to use songs in new ways, rather than solely relying on the traditional method that focuses on reviewing previously learned grammatical rules and vocabulary. The aim of these workshops should be to present different approaches for using songs by focusing on language skills for example, which would reduce the potential for flawed teaching techniques to result in negative perceptions of the use of songs.

Fourthly: Projects to integrate songs into AFL curricula, such as the one that was carried out by the University of Texas, should be continued in other universities and institutions. The resulting learning outcomes of such projects should also be tested and publicized for the benefit of institutions and practitioners across the field. This would help create clarity and guidance to

⁴⁰ "كلمة حلوة"

⁴¹ "موسيقى الكلمات"

address negative teacher perceptions, teacher and student needs, and challenges to using songs; additionally, the use of songs as a pedagogical tool would receive a comprehensive evaluation and its benefits become clear. The researcher expects that including songs as part of carefully evaluated and well-structured curriculum would help teachers achieve optimum results from this tool.

5.4 Limitations and delimitations of the study

Limitations

- 1- The limited time frame available for data collection (one month) prevented the research from gathering additional responses to the questionnaire and conducting more interviews. Moreover, it wasn't possible to conduct any class observations as an additional source of data for the study.
- 2- The participants didn't include the desired level of diversity regarding academic degrees in the AFL teaching field or country of origin, which limited the potential for comparisons to assess if these features affect perceptions and practice.

Delimitations

- 1- In regards to the questionnaire, in order to achieve statistical analysis with the available data analytics software, it was distributed only in English. This led to the exclusion of AFL teachers who are not proficient in English. Moreover the researcher changed the form of some questions from multiple-choice questions to multiple-choice grid questions in order to achieve accurate response rates.

- 2- All the interviews were conducted in Arabic and had to be transcribed and translated into English, with the exception of one interview which conducted in English (the interviewee offered to do so in order to reduce the burden of translation and transcription).
- 3- Due to the limited time frame, the study doesn't take into consideration AFL students' perceptions regarding the usage of songs in AFL classes.

5.5 Further research

Future research should replicate this study with a larger sample, more responses to the questionnaire, class observations, and a larger number of interviewees in order to be able to generalize the results. Moreover, because of the significant lack of research in the usage of songs in AFL teaching field further research should focus on:

Firstly: The demographic features of AFL teachers and their effect on using songs in AFL classes, namely,

- 1- How does gender affect the usage of songs in class?
- 2- How do age and years of experience affect the usage of songs in class?
- 3- How does nationality affect the usage of songs in class?
- 4- How does academic degree affect the usage of songs in class?
- 5- How do institutional regulations affect the usage of songs in class?

Secondly: Examining student perceptions, namely,

- 1- How do AFL students perceive the usefulness of songs in fostering AFL acquisition?
- 2- What are the challenges that AFL students face when they learn Arabic songs in class?

- 3- What are the demographic features of students who like to learn using songs in AFL classes versus those who don't?

Thirdly: Examining the use of Arabic Songs as a pedagogical tool, i.e. the effect of using songs on increasing students' language proficiency and cultural awareness, namely:

- 1- To what extent can Arabic songs can be useful in fostering culture awareness in AFL classes?
- 2- To what extent Arabic songs can be useful in fostering listening skills in AFL classes?
- 3- To what extent Arabic songs can be useful in fostering vocabulary acquisition in AFL classes?
- 4- To what extent can Arabic songs be useful in practicing grammatical rules in AFL classes?
- 5- To what extent can Arabic songs be useful as a prompt for writing assignments in AFL classes?
- 6- To what extent Arabic songs can be useful in practicing grammatical rules in AFL classes?
- 7- To what extent Arabic songs can be useful as a prompt for writing assignments in AFL classes?

References

- Abd El-Galil, T. (2018). A Musical Approach to Teaching Arabic. *Al-Fanar Media*.
Retrieved from https://www.al-fanarmedia.org/2018/10/a-musical-approach-to-teaching-arabic/?fbclid=IwAR0JN5eMfrmWqF4gJ-lpOLtt7seg8PN0V-W_HTVnpp9od0uwJfFEp-BsusA
- Alhussain, N. (2009). *Authentic Online Listening Materials for Intermediate Learners in the United States* (M.A.). University of Oregon.
- Almutairi, M., & Shukri, N. (2016). Using Songs in Teaching Oral Skills to Young Learners: Teachers' Views and Attitudes. *International Journal of Linguistics*, 8(6), 133.
- Aquil, R. (2012). Revisiting songs in Language Pedagogy. Georgia Institute of Technology. 75-95. Retrieved from <http://www.ncolctl.org/files/revisiting-songs.pdf>
- Arevalo, E. (2010). The use of songs as a tool to work on listening and culture in EFL classes. *Cuadernos de Lingüística Hispánica*. N.15 - ISSN 0121-053X - Enero-Junio 2010; 121-138. Retrieved from <https://dialnet.unirioja.es/descarga/articulo/3673475.pdf>
- Bjorklund, Keri S. (2002). *Music application in the ESL classroom* (M.A.). Retrieved from ProQuest Dissertations Publishing, 2002. (EP24569).
<https://search-proquest-com.libproxy.aucegypt.edu/docview/305541099?pq-origsite=summon&accountid=8423>

- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(02), 81-109.
- Conrad, B. (1991). Contemporary and historical Contexts in popular music: Theory and implementation of an intermediate level course. *Teaching German*, 24(1), 18-30.
- Claerr, Thomas A., & Gargan, R. (1984). The role of songs in the foreign language classroom. *OMLTA Journal*. p.28-32. Retrieved from <https://eric.ed.gov/?id=ED254104>
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press
- Edwards, J. C. (1997). *Using music for second language purposes* (Order No. 1387192). Available from ProQuest Dissertations & Theses Global. (304416314). Retrieved from <http://p2048-library.aucegypt.edu.libproxy.aucegypt.edu:2048/login?url=https://search-proquest-com.libproxy.aucegypt.edu/docview/304416314?accountid=8423>
- Failoni, Judith W. (1993). Music as means to enhance cultural awareness and literacy in the foreign language classroom. *Mid-Atlantic Journal of Foreign Language Pedagogy*. 97-108. Retrieved from <https://files.eric.ed.gov/fulltext/ED355796.pdf>

Griffiee, D. (1988). Song and Music techniques in foreign and second language classrooms.

Cross currents: a journal of language teaching and cross-cultural communication –
volume XV, number 1, fall/winter 1988.

Griffiee, D. (1992). *Songs in Action*. Hertfordshire, England: Prentice Hall.

Hall, L.A. (2005). Teachers and Content Area Reading: Attitudes, beliefs and Change.

Teaching and Teacher Education. 21, 403 - 414.

Hamed, Mohamed H. (2017). *Criteria of selecting audio visual material and Designing*

Authentic Tasks in the AFL Classroom: Criteria and Challenges (M.A., The American
University in Cairo.). Retrieved from <http://dar.aucegypt.edu/handle/10526/5300>

Hasa. (2016). Difference between Perception and Belief. Retrieved from

<https://www.differencebetween.com/difference-between-perception-and-vs-belief/>

Lu, D. (2017). Teachers' Beliefs and Practices: ESL Teachers' Perceptions of Vocabulary

Instruction. *Culminating Projects in English*. 93. Retrieved from
http://repository.stcloudstate.edu/engl_etds/93

Martínez-Rizo, F. (2012). Procedures for study of teaching practices. *Relieve*. 18(1).

Retrieved from http://www.uv.es/RELIEVE/v18n1/RELIEVEv18n1_1eng.htm

- Medina, Suzanne L. (2002). Using Music to Enhance Second Language Acquisition: From Theory to Practice, in: Lalas, J. & Lee, S, Language, Literacy, and Academic Development for English language Learners (Ed.). Pearson Educational Publishing. Retrieved from <https://www.scribd.com/document/125157425/Using-Music-to-Enhance-Second-Language-Acquisition-From-Theory-to-Practice>
- Metaxa, Xenia T. (2013). *The effect of authentic songs on vocabulary acquisition in the English foreign language classroom* (Ph.D.). Retrieved from <https://pqdtopen.proquest.com/doc/1426441192.html?FMT=ABS>
- Mishan, F. (2005). *Designing authenticity into language learning materials* (Ed.). 196 – 215. Retrieved from. <https://ebookcentral.proquest.com>
- Mori, N. (2011). *Effects of singing on the vocabulary acquisition of university Japanese foreign language students* (Ph.D.). Retrieved from https://kuscholarworks.ku.edu/bitstream/handle/1808/8026/Mori_ku_0099D_11582_DATA_1.pdf;sequence=1
- Murphey, T. (1992). *Music and Song*. Oxford: Oxford University Press. p.7 – 14
- Petrus, R. (2012). Exploring intercultural awareness through songs. *Neue Didaktik. 1*, 125-136. Retrieved from

http://www.pedocs.de/volltexte/2015/10075/pdf/NeueDidaktik_1_2012_Petrus_Exploring_Intercultural_Awareness.pdf

Pulverness, A. (2003). Materials for cultural awareness, in: Brian Tomlinson, *Developing Materials for language Teaching* (Ed.). Continuum, London & New York. 426- 429.

Ramazani, M. (2013). Teachers' perceptions of using English textbooks for Iranian technical and vocational college students. *Procedia - Social and Behavioral Sciences*. 70, 1748 – 1762. Retrieved from https://www.researchgate.net/publication/271561623_Teachers'_Perceptions_of_Using_English_Textbooks_for_Iranian_Technical_and_Vocational_College_Students

Rose, M. (2016). *Use of Music in Adult Second Language Instruction: A Canadian Perspective* (M.A., Québec à Chicoutimi University, Chicoutimi; and Laval University, Québec, Canada). Retrieved from https://constellation.uqac.ca/4081/1/Rose_uqac_0862N_10268.pdf

Saricoban, A. & Metin, E. (2000). Songs, verse and games for teaching grammar. *The Internet TESL Journal*, VI(10). Retrieved from <https://www.scribd.com/document/354489260/Saricoban-Metin-Songs-Verse-and-Games-for-Teaching-Grammar-TESL-TEFL>

Sevik, M. (2011). Teacher views about using songs in teaching English to young learners.

Educational Research and Review. 6(21), 1027-1035. Retrieved from

<http://www.academicjournals.org/ERR>

Smith Salcedo, C. (2002). The effects of songs in the foreign language classroom on text recall and involuntary mental rehearsal. *Journal of College Teaching & Learning*.

7(6), 19-30. Retrieved from [http://www.caliso.co.uk/wp-](http://www.caliso.co.uk/wp-content/uploads/2015/07/The_effects_of_songs_on_text_recall.pdf)

[content/uploads/2015/07/The_effects_of_songs_on_text_recall.pdf](http://www.caliso.co.uk/wp-content/uploads/2015/07/The_effects_of_songs_on_text_recall.pdf)

Shayakhmetova, L., Shayakhmetova, L., Ashrapova, A., & Zhuravleva, Y. (2017). Using

Songs in Developing Intercultural Competence. *Journal of History Culture and Art*

Research, 6(4), 639-646. <http://dx.doi.org/10.7596/taksad.v6i4.1157>

Stanton, A. and Kauffman, A. *Istekhdam almusiqa fi tadrīs alarabiyya* [The usage of music in

teaching Arabic]. The University of Texas at Austin Center for Open Educational

Resources & Language Learning (COERLL). Retrieved from

<https://tadriis.org/%D8%A7%D8%B3%D8%AA%D8%AE%D8%AF%D8%A7%D9%85-%D8%A7%D9%84%D9%85%D9%88%D8%B3%D9%8A%D9%82%D9%89-%D9%81%D9%8A-%D8%AA%D8%AF%D8%B1%D9%8A%D8%B3-%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A%D8%A9/>

Tegge, Friederike A. G. (2015). *Investigating song-based language teaching and its effect on lexical learning* (Ph.D, Victoria University, Wellington, New Zealand). Retrieved from <http://researcharchive.vuw.ac.nz/xmlui/bitstream/handle/10063/4577/thesis.pdf>

Terhune, T. (1997). Pop Songs. *The English Connection. 1*, 8-12.

Appendices

Appendix A

TEACHERS' CONSENT

Documentation of Informed Consent for Participation in Research Study

Project Title: The usage of songs in Arabic as a foreign language class (Teachers' perceptions and practice)

Principal Investigator: Yahia Moshtahari

*You are being asked to participate in a research study. The purpose of the research is to explore the Arabic as a Foreign Language (AFL) teachers' perceptions and practices of using songs in AFL classes, and the findings may be *published, presented, or both*. The expected duration of your participation is 35 minutes. The procedures of the research will be as follows online questionnaire, semi-structured interview, and classroom observations for one week.

*There will not be certain risks or discomforts associated with this research.

*There will not be benefits to you from this research.

*The information you provide for purposes of this research is confidential.

*Questions about the research, your rights should be directed to Yahia Mohamed Refaat Hassan Moshtahari at 01007959793 or Email: ymoshtahari@aucegypt.edu

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature _____

Printed Name _____

Date _____

Appendix B

TEACHERS' QUESTIONNAIRE

My name is Yahia Moshtahari, and I am a MA student at the American University in Cairo, Egypt. I am carrying out my MA thesis on teachers' perceptions and practices regarding the usage of songs in Arabic as a foreign language (AFL) classroom and I have put together the following questionnaire. It will help gain an insight into how and **why** – or **why not** – AFL teachers use songs in the language classroom.

This questionnaire is confidential. Your name won't be revealed in the study. Access to the research data is restricted to me and my two supervisors. The answers may be published, presented, or both. It will be kept for up to 3 years after the end of the project and then will be destroyed.

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Questions about the research, your rights should be directed to Yahia Mohamed Refaat Hassan Moshtahari at 01007959793 or Email: ymoshtahari@aucegypt.edu.

The questionnaire contains 23 closed questions and one open question. All the questions will take 10 to 15 minutes to be answered. Please click on "I agree to participate" to allow me to use your data.

Thank you in advance!

Yahia Moshtahari

☐ ☐ I agree to participate

I. Background information

1- Name?

2- Gender?

3- Age?

- ☐ 21- 30
- ☐ 31 - 40
- ☐ 41 - 50
- ☐ 51 - 60
- ☐ 61 - 70

4- Nationality? (please write the country name e.g. Egypt)

5- What country are you currently teaching Arabic as a foreign language (AFL) in?

6- In what country have you taught the most during your teaching Arabic as a foreign language (AFL) career?

7- At what type(s) of institution are you currently teaching Arabic as a foreign language (AFL)?

	Yes	No
University, tertiary college, polytechnic		
Adult education centre, continuing education institution		
Public or private language school		
Self-employed private teaching		

8- At what type(s) of institution did you teach Arabic as a foreign language (AFL) before?

	Yes	No
University, tertiary college, polytechnic		
Adult education centre, continuing education institution		
Public or private language school		
Self-employed private teaching		

9- How many years of experience as Arabic as a foreign language (AFL) teacher do you have?

- ☐ Less than 1 year
- ☐ 1 to 2 years
- ☐ 3 to 5 years
- ☐ 6 to 10 years
- ☐ More than 10 years

10- What proficiency levels are you currently teaching in Arabic as a foreign language (AFL) or have you previously taught?

	Yes	No
Elementary		
Intermediate		
Advanced		
Superior		

11- What course types in Arabic as a foreign language (AFL) are you currently teaching or have you previously taught?

	Yes	No
MSA (Modern Standard Arabic)		
ECA (Egyptian colloquial Arabic) or other Colloquial Arabic class		
Listening and speaking		
Culture		
Media Arabic		
Writing		
Conversation		

12- What is the highest degree of training in language teaching you currently hold in Teaching Arabic as a foreign language (AFL)?

- ☐ No degree involving training in language teaching
- ☐ A language teaching certificate from a public or private institution (e.g. CCTAFL)
- ☐ An undergraduate degree (e.g. a Bachelor's degree)
- ☐ A postgraduate degree (e.g. a Master's degree or a PhD)

II. Your perceptions about using songs in the Class

13- What is your opinion on the following sentence?

"Songs are a useful tool in Arabic as a foreign language (AFL) classroom to foster language acquisition."

- ☐ Strongly agree
- ☐ Agree

☐ Neither agree nor disagree

☐ Disagree

☐ Strongly disagree

14- What is your opinion on the following sentence in the following proficiency levels?

“Songs are a useful tool in the AFL classroom to foster language acquisition.”

	Strongly agree	agree	neutral	disagree	Strongly disagree
Elementary level					
Intermediate level					
Advanced level					
Superior level					

15- What is your opinion on the following sentence in the following AFL class types?

“Songs are a useful tool in the language classroom to foster language acquisition.”

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
MSA (Modern Standard Arabic)					
ECA (Egyptian colloquial Arabic) or other Colloquial Arabic class					
Listening and speaking					
Culture					
Media Arabic					
Writing					
Conversation					

16- Do you use songs in AFL classroom?

☐ Yes

☐ No

IV. Reasons for using songs in the class

17- Do you use songs in your classes when teaching the following proficiency levels?

	yes	no	Not applicable (I don't teach that level)
Elementary level			
Intermediate level			
Advanced level			
Superior level			

18- Do you use songs in your classes when teaching the following class types?

	Yes	No	Not applicable
MSA (Modern Standard Arabic)			
ECA (Egyptian colloquial Arabic) or other Colloquial Arabic class			
Conversation			
Culture			
Media Arabic			
Writing			

19- For what purposes do you use songs in the classroom? (If there are other purposes than below please write them down in the open question at the end of this questionnaire)

	Yes	No
To create a relaxing atmosphere		
To motivate students with an enjoyable activity		
To give students the opportunity to produce language without feeling observed		
To teach authentic language and culture		

To practice listening comprehension		
To practice fluency in speaking i.e. producing spoken language		
To teach pronunciation and prosody		
To introduce new vocabulary		
To practice familiar vocabulary		
To teach multi-word units, i.e. idioms and phrasal language		
To introduce new or practice familiar grammatical items		
As a prompt for spoken interaction, e.g. a class or pair discussion		
As a prompt for a writing assignment, e.g. an essay, poem or letter		
To accommodate different learning styles, e.g. auditive, kin-aesthetic and musical learning styles		
To enhance cultural awareness and intercultural competence		
To enhance vocabulary acquisition		

20- What activities - if any - do you use in the classroom when you use songs? (If there are other activities than below please write them down in the open question at the end of this questionnaire)

	Yes	No
True/false statements		
Focus or comprehension questions		
Ordering activity, i.e. putting verses, lines, parts of lines or words in order		
Cloze/gap-fill activity		
Dictation (full or partial text)		
Sing-along		
Writing activity, e.g. composing an additional verse, writing a letter or writing an essay about the song's topic		
Discussion		

21- How much class-time on average do you spend on a song and its directly related activities?

- ☐ 5 minutes or less
- ☐ Between 5 and 15 minutes
- ☐ Between 15 and 30 minutes
- ☐ Between 30 and 50 minutes
- ☐ More than 50 minutes

22- What challenges - if any - do you have when using songs in the classroom? (If there are other challenges than below please write them down in the open question at the end of this questionnaire)

	Yes	No
I cannot find any suitable songs		
We do not have the appropriate equipment		
The equipment is unreliable		
The noise bothers other classes/teachers		
The use of songs conflicts with the curriculum		
Too time-consuming		
Problems with learner-discipline topic		
The learners do not like to sing		
The learners do not consider songs to be adequate for effective learning		

IV. Reasons for not using songs in the class

23- Why don't you use songs in your classes? (If there are other reasons than below please write them down in the open question at the end of this questionnaire)

	Yes	No
I can't find any suitable songs.		
I don't have the necessary technical equipment.		

The technical equipment is unreliable.		
I don't think songs are useful for language learning in the classroom.		
I can't fit songs in with the official curriculum.		
I tried using songs but my students did not respond well.		
Using songs means spending too much time on too little learning outcome.		
Using Songs conflicts with my religious and cultural beliefs		

V. Open question

24- If there is anything I left out regarding the usage/not usage of songs in AFL classroom (e.g. other purposes, activities, challenges, reasons for not using songs) and you would like to comment on, this is the place:_____

Thank you very much!

Appendix C

INTERVIEW QUESTIONS

Interview questions in English

1. Why or why not do you use songs in your AFL classes?
2. At what levels do you/would you use songs frequently?
3. What types of songs do you/would you use? Why?
4. Name three songs that you/would you use in class and why?
5. What are the activities you/would you prepare with the song? Why?
6. Do you encounter challenges when selecting or using songs in the class? What and why?
7. Do you choose a song based on its linguistic content or not?
8. What are the songs that you think it shouldn't be used in AFL class?

Interview questions in Arabic

١. هل تستخدم أغاني في فصول العربية لغير الناطقين بها؟ لماذا؟
٢. في أي مستوى تستخدم هذه الأغاني؟
٣. ما نوع الأغاني التي تستخدمها؟ لماذا؟
٤. اذكر أسماء ثلاث أغان استخدمتها و لماذا؟
٥. ماهي أنواع التمرينات أو الأنشطة التي تقوم بتحضيرها للطلاب مع الأغاني التي تستخدمها؟
٦. هل تواجه تحديات عند اختيار أو استخدام الأغاني؟ ماهي هذه التحديات و لماذا؟
٧. هل تختار الأغاني بسبب محتواها اللغوي أم لا؟
٨. هل هناك أغاني ترى أنه لا يمكن استخدامها في فصول اللغة العربية لغير الناطقين بها؟